

Reading 2022 State Report Appendix

Appendix

Technical Procedures for the NAEP 2022 Reading Assessment

This appendix provides an overview of some of the technical procedures for the NAEP 2022 reading assessment. Information is included about the content of the assessment, school and student samples and participation, inclusion of students with disabilities and/or English learners, analysis procedures, and interpretation of results. Additional technical information about NAEP assessments is available on the Web at <https://www.nces.ed.gov/nationsreportcard/tdw/>.

Development of the Reading Framework

The National Assessment Governing Board oversees the creation of the NAEP frameworks that provide the theoretical basis for the assessment, the direction for what types of passages and questions should be included, as well as how the questions should be scored. Frameworks incorporate ideas and rely on the expertise of many individuals involved in reading and reading education, including researchers, policymakers, teachers, teacher educators, parents, and other members of the public. While the frameworks describe the general content and design of NAEP subject area assessments, the specifications provide the detailed information used by test developers for constructing the assessments. Both the *Reading Framework for the National Assessment of Educational Progress* and *Assessment and Item Specifications for the NAEP Reading Assessment* are available on the Governing Board's website at <https://www.nagb.gov/naep-frameworks/reading.html>.

The frameworks for the main NAEP assessments are periodically updated or changed to reflect current curricula and standards. Whenever changes are made to a subject framework, every effort is made to try to maintain the trend lines that permit the reporting of changes in student achievement over time. If, however, the nature of the changes made to an assessment are such that the results would not be comparable to earlier assessments, a new trend line is started.

The *Reading Framework for the 2009 National Assessment of Education Progress* replaced the framework first used for the 1992 reading assessment and subsequent reading assessments through 2007. Results from special analyses determined that even with a new framework, the 2009 reading assessment results could be compared to those from previous assessment years. A summary of these special analyses is available on the Web at https://nces.ed.gov/nationsreportcard/reading/trend_study.asp. The 2022 NAEP reading assessment used the same framework used in 2009, 2011, 2013, 2015, 2017, and 2019. Trends are reported from 1992 to 2022.

Framework development was guided by scientifically based reading research that defines reading as a dynamic cognitive process that involves:

- Understanding written text
- Developing and interpreting meaning
- Using meaning as appropriate to the type of text, purpose, and situation

The framework prescribes the use of both literary and informational texts. Literary texts include three types at each grade: fiction, literary nonfiction, and poetry. The types of informational texts vary by grade level. At grade 4, all informational texts are exposition. At grade 8, informational texts include two types: exposition and

argumentation/persuasive. In addition, the reading assessment includes procedural texts and documents such as tables, charts, maps, schedules, and manuals. Procedural text or document elements will be embedded in other texts at grades 4 and 8. The inclusion of distinct text types is aligned with the framework definition of reading, which recognizes that subject with different texts elicits different ways of thinking and responding.

All reading questions are aligned to cognitive reading behaviors applicable to both literary and informational texts. The framework specifies three reading behaviors, or *cognitive targets*: locate/recall, integrate/interpret, and critique/evaluate. The term *cognitive target* refers to the mental processes or kinds of thinking that underlie reading comprehension.

In addition, the framework calls for a systematic assessment of *meaning vocabulary*. Vocabulary items function as both a measure of passage comprehension and of readers' knowledge of specific word meaning as used in the passage.

The assessment framework specifies not only the particular dimensions of reading literacy to be measured, but also the percentage of assessment questions that should be devoted to each. The target percentage distribution for types of reading text and reading cognitive targets as specified in the framework, along with the actual percentage distribution in the 2022 assessment, are presented in tables A-1 and A-2.

Table A-1. Target and actual percentage distribution of passages in NAEP reading, by grade and text type: 2022

Grade	TYPES OF TEXT	
	Literary text	Informational text
Grade 4		
Target	50	50
Actual	56	44
Grade 8		
Target	45	55
Actual	51	49

NOTE: Beginning with the 2017 assessment, NAEP reading results are from a digitally based assessment; prior to 2017, results were from a paper-and-pencil based assessment.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022 Reading Assessment.

Table A-2. Target and actual percentage distribution of cognitive targets in NAEP reading, by grade: 2022

Grade	COGNITIVE TARGETS		
	Locate and recall	Integrate and interpret	Critique and evaluate ¹
Grade 4			
Target	30	50	20
Actual	21	62	17
Grade 8			
Target	20	50	30
Actual	18	61	21

NOTE: Beginning with the 2017 assessment, NAEP reading results are from a digitally based assessment; prior to 2017, results were from a paper-and-pencil based assessment.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022 Reading Assessment.

Content of the 2022 Reading Assessment

Each NAEP assessment contains two major components: subject-specific cognitive questions that measure the achievement of students in an academic subject; and noncognitive questions that collect information from students, teachers, and school administrators about background variables that are related to student achievement. Both the cognitive and noncognitive questions are developed through a process that includes reviews by external advisory groups and field testing. Results from the cognitive questions provide information about what students know and can do in a subject area. Information from the background questions provide context for NAEP results and/or allows researchers to track factors associated with academic achievement.

The number of questions in the 2022 reading assessment used for reporting results at each grade has remained relatively constant across assessment years. Students spend about one-half of the assessment time responding to multiple-choice questions and one-half responding to three types of constructed-response questions. Short constructed-response questions require students to provide answers in one or two sentences, while extended constructed-response questions require more detailed responses or explanations.

Cognitive Blocks: The assessment design allowed for broad coverage of the literary and informational texts and the three cognitive targets at each grade, while minimizing the time burden for any one student. This was accomplished through the use of matrix sampling so each student was required to take only a small portion of the entire pool of assessment questions.

The reading passages and questions for each grade were divided up into subsets or "blocks." In 2022, there were a total of 11 cognitive blocks at fourth grade and 14 blocks at eighth grade. Each reading assessment form contained two separately timed 30-minute blocks. Each block typically contained 10 questions.

The procedure used for distributing blocks across forms controlled for position and context effects by balancing the positioning of blocks across forms and balancing the pairing of blocks within forms. The procedure also cycled the forms for administration so that no more than a few students in an assessment session received the same test form.

Sample released questions can be viewed at the NAEP website at <https://nces.ed.gov/nationsreportcard/nqt>.

NAEP Samples

NAEP assesses representative samples of students rather than the entire population of students. The sample selection process utilizes a probability sample design in which each school and each student has a known probability of being selected (the probabilities are proportionate to the estimated number of students in the grade assessed). Samples are selected according to a multistage design, with students drawn from within sampled public and private schools nationwide.

The Common Core of Data (CCD) file, a comprehensive list of operating public schools in each jurisdiction that is compiled each school year by the National Center for Education Statistics, serves as the sampling frame for the selection of public schools in each state/jurisdiction. The sample of students in districts participating in the Trial Urban District Assessment (TUDA) represents an augmentation of the sample of students selected as part of the

state samples. All students at more local geographic sampling levels also make up part of the broader samples. For example, the TUDA samples are included as part of the corresponding state samples, and the state samples are included as part of the national sample.

The Private School Survey (PSS), a mail survey of all U.S. private schools carried out biennially by the Census Bureau under contract to NCES, serves as the sampling frame for private schools. While state and district results are based on samples of public schools only, the national results are based on the combined samples of public and private schools. Although information about the combined public and private school national samples is provided here for context, performance results in the State Report Generator and the District Report Generator are for public school students only.

Table A-3 shows the target populations and sample sizes in 2022 for the nation and participating states and jurisdictions at grades 4 and 8. Table A-4 shows the same information for participating urban districts for grades 4 and 8.

Because each school that participated in the assessment, and each student assessed, represents only a portion of the larger population of interest, the results are weighted to make appropriate inferences between the student samples and the respective populations from which they are drawn. Sampling weights are adjusted for the disproportionate representation of some groups in the selected sample. This includes oversampling of schools with high concentrations of students from certain racial/ethnic groups and the lower sampling rates of students who attend very small schools.

Table A-3. Student sample sizes and target populations in NAEP reading at grades 4 and 8, by state/jurisdiction: 2022

State/jurisdiction	GRADE 4		GRADE 8	
	Sample size	Target population	Sample size	Target population
Nation	111,600	3,696,000	115,200	3,938,000
Public	107,600	3,386,000	111,900	3,625,000
Private	1,500	303,000	1,500	307,000
Alabama	1,800	52,000	1,900	54,000
Alaska	1,700	8,000	1,600	8,000
Arizona	1,800	75,000	1,800	86,000
Arkansas	1,700	34,000	1,900	36,000
California	3,700	401,000	3,800	415,000
Colorado	2,400	61,000	2,400	62,000
Connecticut	1,700	35,000	1,800	38,000
Delaware	1,700	10,000	1,800	11,000
Florida	4,400	194,000	4,600	213,000
Georgia	2,600	125,000	2,700	132,000
Hawaii	1,700	13,000	1,800	13,000
Idaho	1,600	19,000	1,900	23,000
Illinois	2,600	121,000	2,800	141,000
Indiana	1,700	70,000	1,800	77,000
Iowa	1,800	34,000	1,800	36,000
Kansas	1,700	32,000	1,900	35,000
Kentucky	2,300	41,000	2,500	48,000
Louisiana	1,700	47,000	1,800	48,000
Maine	1,700	11,000	1,800	13,000
Maryland	2,400	60,000	2,600	68,000
Massachusetts	2,600	67,000	2,600	68,000
Michigan	2,500	94,000	2,500	104,000
Minnesota	1,800	62,000	1,600	61,000
Mississippi	1,800	31,000	1,900	36,000
Missouri	1,700	61,000	1,900	68,000
Montana	1,800	11,000	1,700	11,000
Nebraska	1,800	22,000	1,900	24,000
Nevada	2,000	35,000	2,000	37,000
New Hampshire	1,700	12,000	1,700	14,000
New Jersey	1,700	89,000	1,800	99,000
New Mexico	2,100	21,000	2,200	24,000
New York	2,300	181,000	2,300	186,000
North Carolina	3,300	110,000	3,400	114,000
North Dakota	1,800	9,000	1,800	8,000
Ohio	2,300	105,000	2,500	118,000
Oklahoma	1,700	46,000	1,800	49,000
Oregon	1,700	39,000	1,700	41,000
Pennsylvania	2,500	116,000	2,500	129,000
Rhode Island	1,800	10,000	1,800	10,000
South Carolina	1,800	53,000	1,800	57,000
South Dakota	1,800	10,000	1,900	11,000
Tennessee	2,400	72,000	2,500	72,000
Texas	5,600	386,000	5,700	399,000
Utah	1,800	46,000	1,800	51,000
Vermont	1,700	6,000	1,800	6,000
Virginia	1,600	89,000	1,800	94,000
Washington	1,800	75,000	1,800	82,000
West Virginia	1,600	17,000	1,900	19,000
Wisconsin	2,300	53,000	2,600	64,000
Wyoming	1,700	7,000	1,800	7,000
Other jurisdictions				
BIE ¹	< 50	2,000	100	2,000
District of Columbia	1,700	6,000	1,700	5,000
DoDEA ²	2,300	6,000	1,700	4,000

¹ Bureau of Indian Education.² Department of Defense Education Activity (overseas and domestic schools).

NOTE: In 2022, a new category of "full-time remote student who cannot be assessed" was included in the sample size and target population. Beginning with the 2017 assessment, NAEP reading results are from a digitally based assessment; prior to 2017, results were from a paper-and-pencil based assessment. The sample size is rounded to the nearest hundred. The target population is rounded to the nearest thousand. Data for BIE and DoDEA schools are counted in the overall national totals, but not in the public school totals. Data for the District of Columbia public schools are counted, along with the states, in the national public school totals. 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 Reading Assessment.

Table A-4. Student sample sizes and target populations for Trial Urban District Assessment (TUDA) in reading at grades 4 and 8, by urban district: 2022

Urban district	GRADE 4		GRADE 8	
	Sample size	Target population	Sample size	Target population
Albuquerque	900	6,000	900	6,000
Atlanta	900	4,000	900	4,000
Austin	900	5,000	900	5,000
Baltimore City	800	5,000	900	5,000
Boston	900	3,000	800	3,000
Charlotte	900	10,000	1,000	11,000
Chicago	1,200	22,000	1,400	26,000
Clark County (NV)	1,300	22,000	1,300	23,000
Cleveland	700	3,000	800	3,000
Dallas	900	10,000	900	9,000
Denver	900	6,000	900	7,000
Detroit	900	4,000	800	3,000
District of Columbia (DCPS)	1,000	4,000	800	3,000
Duval County (FL)	900	9,000	1,000	9,000
Fort Worth	900	5,000	900	5,000
Guilford County (NC)	900	5,000	900	5,000
Hillsborough County (FL)	900	16,000	900	16,000
Houston	1,400	15,000	1,300	11,000
Jefferson County (KY)	900	6,000	1,000	7,000
Los Angeles	1,300	33,000	1,400	31,000
Miami-Dade	1,400	23,000	1,400	25,000
Milwaukee	800	5,000	900	5,000
New York City	1,300	59,000	1,300	63,000
Philadelphia	800	9,000	800	8,000
San Diego	800	7,000	900	6,000
Shelby County (TN)	900	8,000	900	7,000

NOTE: In 2022, a new category of "full-time remote student who cannot be assessed" was included in the sample size and target population. Beginning with the 2017 assessment, NAEP reading results are from a digitally based assessment; prior to 2017, results were from a paper-and-pencil based assessment. DCPS = District of Columbia Public Schools. 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), 2022 Reading Assessment.

School and Student Participation

National Participation

To ensure unbiased samples, NAEP requires that participation rates be 70 percent or higher to report national results separately for public and private schools. In instances where participation rates meet the 70 percent criteria but fall below 85 percent, a nonresponse bias analysis is conducted; however, results may still be reported.

National school and student participation rates for the 2022 reading assessment are presented in table A-5. Student-weighted school participation rates were 94 percent for grade 4 (100 percent for public schools and 37 percent for private schools) and 95 percent for grade 8 (100 percent for public schools and 35 percent for private schools).

State and District Participation

Standards established by the Governing Board require that school participation rates for the original state and district samples need to be at least 85 percent for results to be reported. In 2022, all 52 states and jurisdictions participating in the reading assessment at grades 4 and 8 met this participation rate requirement (tables A-6 through A-7). The 26 urban districts participating at grades 4 and 8 also met the criteria for reporting (table A-8).

Table A-5. National school and student participation rates in NAEP reading, by grade and type of school: 2022

Grade and type of school	SCHOOL PARTICIPATION					STUDENT PARTICIPATION	
	STUDENT-WEIGHTED		SCHOOL-WEIGHTED		Number of schools participating after substitution	Student-weighted percent	Number of students assessed
	Percent before substitution	Percent after substitution	Percent before substitution	Percent after substitution			
Grade 4							
Nation	94	95	83	84	5,780	92	108,200
Public	100	100	100	100	5,540	92	104,400
Private	37	42	34	38	150	94	1,500
Grade 8							
Nation	95	95	74	76	5,190	89	111,300
Public	100	100	100	100	5,010	89	108,000
Private	35	40	33	37	130	95	1,500

NOTE: Beginning with the 2017 assessment, NAEP reading results are from a digitally based assessment; prior to 2017, results were from a paper-and-pencil based assessment. The national totals for schools include Department of Defense Education Activity (overseas and domestic schools) and Bureau of Indian Education schools, which are not included in either the public or private school totals. The national totals for students include students in these schools. Columns of percentages have different denominators. The number of schools is rounded to the nearest ten. The number of students is rounded to the nearest hundred.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022 Reading Assessment.

Table A-6. Public school and student participation rates in NAEP reading at grade 4, by state/jurisdiction: 2022

State/jurisdiction	SCHOOL PARTICIPATION			STUDENT PARTICIPATION	
	Student-weighted percent	School-weighted percent	Number of schools participating	Student-weighted percent	Number of students assessed
Nation (public)	100	100	5,540	92	104,400
Alabama	100	100	90	94	1,800
Alaska	99	94	120	89	1,600
Arizona	100	100	90	92	1,800
Arkansas	100	100	80	94	1,700
California	100	100	180	91	3,600
Colorado	99	98	120	91	2,300
Connecticut	100	100	80	89	1,700
Delaware	100	100	70	90	1,700
Florida	100	100	210	93	4,300
Georgia	96	96	120	92	2,500
Hawaii	100	100	90	89	1,600
Idaho	100	100	90	92	1,600
Illinois	100	100	140	91	2,600
Indiana	99	99	80	93	1,700
Iowa	99	99	90	93	1,700
Kansas	100	100	100	93	1,700
Kentucky	100	100	110	93	2,200
Louisiana	100	100	80	92	1,600
Maine	100	100	100	92	1,600
Maryland	100	100	120	92	2,300
Massachusetts	100	100	130	93	2,500
Michigan	100	100	130	91	2,400
Minnesota	100	100	90	91	1,700
Mississippi	100	100	90	93	1,800
Missouri	100	100	90	93	1,700
Montana	100	99	120	90	1,700
Nebraska	100	100	100	94	1,800
Nevada	100	100	90	91	2,000
New Hampshire	99	99	100	88	1,700
New Jersey	99	99	80	92	1,700
New Mexico	100	100	110	91	2,000
New York	96	96	120	87	2,200
North Carolina	100	100	160	91	3,200
North Dakota	99	97	110	91	1,700
Ohio	100	100	130	92	2,300
Oklahoma	100	100	90	92	1,600
Oregon	100	100	90	90	1,700
Pennsylvania	100	100	120	92	2,300
Rhode Island	100	100	90	94	1,800
South Carolina	100	100	90	92	1,700
South Dakota	100	100	110	94	1,700
Tennessee	100	100	120	92	2,300
Texas	100	100	260	92	5,400
Utah	100	100	80	92	1,700
Vermont	100	100	130	89	1,700
Virginia	100	100	80	92	1,600
Washington	100	100	90	89	1,700
West Virginia	100	100	100	90	1,600
Wisconsin	100	100	130	91	2,200
Wyoming	99	99	90	92	1,700
Other jurisdictions					
District of Columbia	100	100	90	88	1,600
DoDEA ¹	95	92	80	90	2,300

¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: Beginning with the 2017 assessment, NAEP reading results are from a digitally based assessment; prior to 2017, results were from a paper-and-pencil based assessment. 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 Reading Assessment.

Table A-7. Public school and student participation rates in NAEP reading at grade 8, by state/jurisdiction: 2022

State/jurisdiction	SCHOOL PARTICIPATION			STUDENT PARTICIPATION	
	Student-weighted percent	School-weighted percent	Number of schools participating	Student-weighted percent	Number of students assessed
Nation (public)	100	100	5,010	89	108,000
Alabama	100	100	90	92	1,800
Alaska	99	94	90	82	1,500
Arizona	100	100	90	90	1,800
Arkansas	100	100	90	91	1,800
California	100	100	170	88	3,700
Colorado	97	95	110	87	2,300
Connecticut	99	98	80	88	1,700
Delaware	100	100	50	88	1,700
Florida	100	100	200	87	4,400
Georgia	100	100	110	93	2,600
Hawaii	100	100	50	83	1,600
Idaho	100	100	80	91	1,800
Illinois	100	100	140	88	2,700
Indiana	99	99	80	90	1,700
Iowa	100	100	80	90	1,800
Kansas	100	100	90	93	1,900
Kentucky	100	100	100	91	2,400
Louisiana	100	100	90	89	1,700
Maine	98	96	90	90	1,800
Maryland	100	100	120	90	2,500
Massachusetts	100	100	120	89	2,500
Michigan	100	100	130	86	2,400
Minnesota	99	99	80	85	1,500
Mississippi	100	100	80	92	1,900
Missouri	100	100	90	92	1,800
Montana	100	98	100	87	1,700
Nebraska	100	100	100	93	1,900
Nevada	100	100	90	88	2,000
New Hampshire	99	99	80	85	1,700
New Jersey	99	99	80	89	1,800
New Mexico	100	100	100	87	2,100
New York	98	98	120	82	2,300
North Carolina	100	100	130	89	3,300
North Dakota	100	100	80	89	1,700
Ohio	100	100	130	89	2,400
Oklahoma	100	100	90	93	1,700
Oregon	100	100	90	85	1,600
Pennsylvania	99	100	120	89	2,300
Rhode Island	100	100	60	90	1,800
South Carolina	100	100	90	92	1,800
South Dakota	99	99	90	92	1,900
Tennessee	98	96	110	89	2,400
Texas	100	100	200	91	5,500
Utah	100	100	90	88	1,700
Vermont	100	100	90	87	1,800
Virginia	99	100	80	89	1,700
Washington	100	100	90	85	1,800
West Virginia	100	100	90	91	1,800
Wisconsin	100	100	130	88	2,600
Wyoming	100	100	60	87	1,700
Other jurisdictions					
District of Columbia	100	100	70	84	1,600
DoDEA ¹	94	86	40	90	1,700

¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: Beginning with the 2017 assessment, NAEP reading results are from a digitally based assessment; prior to 2017, results were from a paper-and-pencil based assessment. 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 Reading Assessment.

Table A-8. Public school and student participation rates for Trial Urban District Assessment (TUDA) in reading, by grade and urban district: 2022

Grade and urban district	SCHOOL PARTICIPATION			STUDENT PARTICIPATION	
	Student-weighted percent	School-weighted percent	Number of schools participating	Student-weighted percent	Number of students assessed
Grade 4					
Albuquerque	100	100	40	91	800
Atlanta	100	100	40	93	800
Austin	100	100	40	89	900
Baltimore City	100	100	40	91	800
Boston	100	100	50	91	800
Charlotte	100	100	40	92	900
Chicago	100	100	70	89	1,200
Clark County (NV)	100	100	60	92	1,300
Cleveland	100	100	50	88	700
Dallas	100	100	40	92	800
Denver	100	100	40	91	800
Detroit	100	100	40	89	800
District of Columbia (DCPS)	100	100	50	89	1,000
Duval County (FL)	100	100	40	93	800
Fort Worth	100	100	40	91	800
Guilford County (NC)	100	100	40	92	900
Hillsborough County (FL)	100	100	40	94	900
Houston	100	100	60	92	1,300
Jefferson County (KY)	100	100	40	92	800
Los Angeles	100	100	60	92	1,300
Miami-Dade	100	100	60	93	1,300
Milwaukee	100	100	50	85	800
New York City	99	99	60	87	1,200
Philadelphia	98	99	40	93	800
San Diego	100	100	40	89	800
Shelby County (TN)	100	100	40	91	800
Grade 8					
Albuquerque	100	100	30	87	900
Atlanta	100	100	30	91	800
Austin	100	100	20	87	900
Baltimore City	100	100	40	91	800
Boston	100	100	40	87	800
Charlotte	100	100	30	89	900
Chicago	100	100	70	89	1,300
Clark County (NV)	100	100	50	86	1,300
Cleveland	100	100	50	90	700
Dallas	100	100	40	93	900
Denver	92	98	40	88	900
Detroit	100	100	40	88	800
District of Columbia (DCPS)	100	100	20	83	800
Duval County (FL)	100	100	40	92	900
Fort Worth	100	100	20	92	900
Guilford County (NC)	100	100	20	89	900
Hillsborough County (FL)	100	100	40	89	900
Houston	100	100	40	89	1,300
Jefferson County (KY)	100	100	20	92	900
Los Angeles	100	100	60	90	1,300
Miami-Dade	100	100	60	90	1,300
Milwaukee	100	100	40	83	900
New York City	97	95	60	84	1,300
Philadelphia	91	98	40	88	800
San Diego	100	100	30	88	900
Shelby County (TN)	100	100	40	89	900

NOTE: Beginning with the 2017 assessment, NAEP reading results are from a digitally based assessment; prior to 2017, results were from a paper-and-pencil based assessment. DCPS = District of Columbia Public Schools. The number of schools is rounded to the nearest ten. The number of students is rounded to the nearest hundred. The school participation rates are student-weighted percentages before substitution.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022 Reading Assessment.

Inclusion of Students with Disabilities and/or English Learners

It is important for NAEP to assess as many students selected to participate as possible. Assessing representative samples of students, including students with disabilities (SD) and English learners (EL), helps to ensure that NAEP results accurately reflect the educational performance of all students in the target population and can continue to serve as a meaningful measure of U.S. students' academic achievement over time.

The National Assessment Governing Board, which sets policy for NAEP, explored ways to ensure that NAEP continues to appropriately include as many students as possible and to do so in a consistent manner for all jurisdictions assessed and reported. In March 2010, the Governing Board adopted a new policy, NAEP Testing and Reporting on Students with Disabilities and English Learners. This policy was the culmination of work with experts in testing and curriculum, and those who work with exceptional children and students learning to speak English. The policy aims to

- maximize participation of sampled students in NAEP,
- reduce variation in exclusion rates for SD and EL students across states and districts,
- develop uniform national rules for including students in NAEP, and
- ensure that NAEP is fully representative of SD and EL students.

The policy defines specific inclusion goals for NAEP samples. At the national, state, and district levels, the goal is to include 95 percent of all students selected for the NAEP samples, and 85 percent of those in the NAEP sample who are identified as SD or EL.

Students are selected to participate in NAEP based on a sampling procedure designed to yield a sample of students that is representative of students in all schools nationwide and in public schools within each state. First, schools are selected, and then students are sampled from within those schools without regard to disability or English language proficiency. Once students are selected, those previously identified as SD or EL may be offered accommodations or excluded.

States and jurisdictions vary in their proportions of special-needs students and in their policies on inclusion and the use of accommodations. While identification rates of SD and EL students have leveled off in recent years, NAEP inclusion rates have generally remained steady or increased since 2003. This reflects efforts on the part of states and jurisdictions to include all students who can meaningfully participate in the NAEP assessments. The NAEP inclusion policy is an effort to ensure that this trend continues.

Determining whether each jurisdiction has met the NAEP inclusion goals involves looking at three different inclusion rates—an overall inclusion rate, an inclusion rate for SD students (not including those with a Section 504 plan), and an inclusion rate for EL students. Each inclusion rate is calculated as the percentage of sampled students who were included in the assessment (i.e., were not excluded).

Inclusion rate percentages are estimates because they are based on representative samples of students rather than on the entire population of students. As such, the inclusion rates are associated with a margin of error. The margin of error for each jurisdiction's inclusion rate was taken into account when comparing it to the corresponding inclusion goal. For example, if the point estimate of a state's overall inclusion rate was 93 percent

and had a margin of error of plus or minus 3 percentage points, the state was considered to have met the 95 percent inclusion goal because the 95 percent goal falls within the margin of error, which ranges from 90 percent to 96 percent.

Confidence intervals for state inclusion rates

NAEP endeavors to include as many sampled students as possible in the assessment, including students with disabilities (SD) and English learners (EL), and has established specific inclusion goals: 95 percent of all sampled students and 85 percent of sampled students identified as SD or EL. Inclusion rates were computed for each state/jurisdiction participating in the 2022 assessment and compared to NAEP inclusion goals. Three inclusion percentages were computed for each state/jurisdiction. An overall inclusion percentage represents included students as a percentage of all students sampled within the state/jurisdiction. In addition, separate percentages were computed to report included students as a percentage of the state/jurisdiction sample that was identified as SD or EL.

Inclusion percentages are estimates based on a sample, and each estimate has a measure of uncertainty or margin of error. Confidence intervals quantify this uncertainty due to sampling, resulting in interval estimates of the inclusion percentages. Therefore, confidence intervals for inclusion percentages were used to determine upper and lower confidence bounds around the inclusion point estimates.

When determining whether each state/jurisdiction met the NAEP inclusion goals, the confidence intervals were used, rather than just the point estimates. This means that if the inclusion goal of either 95 percent or 85 percent fell within the corresponding confidence interval, the state/jurisdiction was considered as having met the goal. States/jurisdictions for which the upper bound of the confidence interval was less than 95 percent (or 85 percent) did not meet the inclusion goal.

See the National Assessment Governing Board's policy on NAEP Testing and Reporting on Students with Disabilities and English Learners at https://www.nagb.org/content/nagb/assets/documents/policies/naep_testandreport_studentswithdisabilities.pdf.

All 52 of the states/jurisdictions participating in the 2022 reading assessment met the 95 percent inclusion goal at grades 4 and 8. See appendix table A-10 for the inclusion rates as a percentage of all students in each state/jurisdiction, and table A-11 for the rates as a percentage of the SD or EL students.

All of the districts participating in the 2022 reading assessment met the 95 percent inclusion goal at grade 4 and 8. See appendix table A-12 for the inclusion rates as a percentage of all students in each urban district/jurisdiction, and table A-13 for the rates as a percentage of the SD or EL students.

Table A-9. Percentage of fourth- and eighth-grade students identified as students with disabilities (SD) and/or English learners (EL) assessed in NAEP reading with accommodations, by SD/EL category and type of accommodation: 2022

Type of accommodation	GRADE 4			GRADE 8		
	SD and/or EL	SD	EL	SD and/or EL	SD	EL
Braille	#	#	#	#	#	#
Breaks during test	4.5	4.1	0.9	3.0	2.9	0.4
Cueing to stay on task	2.7	2.5	0.5	1.6	1.6	0.2
Directions only presented in Sign Language	#	#	#	#	#	#
Directions translated into Spanish	0.8	0.1	0.8	0.5	0.1	0.5
Extended time	11.3	8.2	4.1	11.1	9.1	2.9
Hearing impaired version of test	#	#	#	#	#	#
High contrast for visually impaired	#	#	#	#	#	#
Low mobility version of test	#	#	#	#	#	#
Magnification equipment	0.2	0.2	#	0.1	0.1	#
Must be tested in separate session	6.1	5.4	1.3	5.1	4.8	0.8
Other	0.2	0.2	#	0.2	0.2	#
Preferential seating	2.7	2.5	0.4	2.3	2.2	0.3
Responds orally to scribe	0.4	0.4	#	0.1	0.1	#
Response in Sign Language	#	#	#	#	#	#
School staff administers/Aide present	1.0	1.0	0.2	0.5	0.4	0.1
Special equipment	0.3	0.3	#	0.2	0.2	#
Template	0.3	0.2	0.1	0.2	0.1	#

Rounds to zero.

NOTE: Beginning with the 2017 assessment, NAEP reading results are from a digitally based assessment; prior to 2017, results were from a paper-and-pencil based assessment. 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.

Table A-10. Inclusion rate and confidence interval in NAEP reading for fourth- and eighth-grade public school students, as a percentage of all students, by state/jurisdiction: 2022

State/jurisdiction	GRADE 4			GRADE 8		
	Inclusion rate	95% CONFIDENCE INTERVAL		Inclusion rate	95% CONFIDENCE INTERVAL	
		Lower	Upper		Lower	Upper
Nation (public)	98 ¹	97.7	98.1	98 ¹	98.0	98.2
Alabama	99 ¹	98.3	99.2	99 ¹	98.3	99.4
Alaska	99 ¹	98.9	99.7	100 ¹	99.1	99.7
Arizona	99 ¹	98.0	99.3	98 ¹	97.0	99.0
Arkansas	98 ¹	97.5	98.9	98 ¹	97.7	98.9
California	98 ¹	96.9	98.3	98 ¹	96.2	98.4
Colorado	97 ¹	96.0	98.2	98 ¹	97.3	98.6
Connecticut	97 ¹	96.0	98.4	98 ¹	97.0	99.0
Delaware	99 ¹	97.8	99.2	99 ¹	98.0	98.9
Florida	98 ¹	96.6	98.4	98 ¹	96.8	98.3
Georgia	98 ¹	97.4	98.7	98 ¹	97.2	98.6
Hawaii	99 ¹	98.1	99.2	98 ¹	97.8	98.9
Idaho	98 ¹	97.0	99.0	98 ¹	97.5	98.6
Illinois	99 ¹	98.6	99.4	99 ¹	98.0	99.2
Indiana	99 ¹	98.8	99.6	99 ¹	98.7	99.8
Iowa	99 ¹	98.0	99.3	99 ¹	98.2	99.2
Kansas	99 ¹	98.5	99.4	99 ¹	97.9	99.1
Kentucky	97 ¹	96.0	97.6	98 ¹	97.2	98.5
Louisiana	98 ¹	96.5	98.4	97 ¹	96.3	97.8
Maine	99 ¹	98.4	99.4	99 ¹	98.1	99.1
Maryland	98 ¹	97.4	98.6	98 ¹	97.4	98.7
Massachusetts	98 ¹	96.4	98.3	97 ¹	96.2	98.0
Michigan	97 ¹	96.0	98.4	98 ¹	97.6	99.0
Minnesota	96 ¹	95.1	97.4	98 ¹	96.8	98.8
Mississippi	99 ¹	97.8	99.2	99 ¹	98.8	99.6
Missouri	99 ¹	98.6	99.5	99 ¹	98.2	99.2
Montana	99 ¹	98.0	99.1	99 ¹	98.7	99.4
Nebraska	99 ¹	98.1	99.1	99 ¹	97.9	99.0
Nevada	98 ¹	97.8	99.0	99 ¹	98.3	99.2
New Hampshire	99 ¹	98.2	99.3	99 ¹	98.3	99.3
New Jersey	97 ¹	95.3	98.3	98 ¹	97.0	98.3
New Mexico	99 ¹	97.9	99.1	98 ¹	97.6	98.8
New York	98 ¹	96.7	98.5	98 ¹	96.9	98.4
North Carolina	98 ¹	96.9	98.9	98 ¹	97.2	98.7
North Dakota	98 ¹	97.6	98.8	98 ¹	97.9	98.9
Ohio	98 ¹	96.8	98.2	99 ¹	97.8	99.1
Oklahoma	98 ¹	97.5	98.9	98 ¹	96.4	98.5
Oregon	98 ¹	97.3	98.8	99 ¹	98.6	99.4
Pennsylvania	98 ¹	97.0	98.5	98 ¹	97.6	98.7
Rhode Island	99 ¹	98.2	99.2	98 ¹	97.4	98.9
South Carolina	98 ¹	97.0	99.1	99 ¹	97.9	99.1
South Dakota	99 ¹	98.3	99.4	98 ¹	97.5	98.8
Tennessee	98 ¹	96.8	98.6	97 ¹	96.3	98.1
Texas	97 ¹	95.3	97.7	98 ¹	96.8	98.5
Utah	99 ¹	98.3	99.4	99 ¹	98.0	99.2
Vermont	99 ¹	98.1	99.1	98 ¹	97.7	98.8
Virginia	98 ¹	96.9	98.4	98 ¹	96.6	98.2
Washington	98 ¹	97.2	98.9	98 ¹	97.8	98.9
West Virginia	98 ¹	97.3	99.0	98 ¹	97.4	98.9
Wisconsin	99 ¹	98.4	99.4	99 ¹	98.7	99.5
Wyoming	98 ¹	97.6	98.8	98 ¹	97.7	98.8
Other jurisdictions						
District of Columbia	96 ¹	94.7	96.7	97 ¹	96.1	97.6
DoDEA ²	98 ¹	97.6	98.7	98 ¹	97.6	98.7

¹ The state/jurisdiction's inclusion rate is higher than or not significantly different from the National Assessment Governing Board goal of 95 percent.

² Department of Defense Education Activity (overseas and domestic schools).

NOTE: In 2022, a new category of "full-time remote student who cannot be assessed" was included in the sample. This category was not included in the denominator when calculating the inclusion/exclusion rates presented in this table. Beginning with the 2017 assessment, NAEP reading results are from a digitally based assessment; prior to 2017, results were from a paper-and-pencil based assessment.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022 Reading Assessment.

Table A-11. Inclusion rate and standard error (SE) in NAEP reading for fourth- and eighth-grade public school students with disabilities (SD) and English learners (EL), as a percentage of identified SD or EL students, by state/jurisdiction: 2022

State/jurisdiction	PERCENTAGE OF IDENTIFIED SD OR EL STUDENTS								
	GRADE 4				GRADE 8				
	SD		EL		SD		EL		
	Inclusion rate	SE	Inclusion rate	SE	Inclusion rate	SE	Inclusion rate	SE	
Nation (public)	89 ¹	0.6	95 ¹	0.4	90 ¹	0.4	93 ¹	0.6	
Alabama	94 ¹	1.2	94 ¹	1.8	94 ¹	1.7	95 ¹	3.1	
Alaska	96 ¹	1.1	99 ¹	0.4	97 ¹	0.9	99 ¹	0.7	
Arizona	93 ¹	2.0	96 ¹	1.6	86 ¹	3.4	97 ¹	1.7	
Arkansas	91 ¹	2.1	95 ¹	2.2	91 ¹	2.3	93 ¹	2.1	
California	84 ¹	2.7	96 ¹	1.0	85 ¹	2.6	91 ¹	2.1	
Colorado	85 ¹	3.5	93 ¹	1.3	89 ¹	2.0	90 ¹	2.2	
Connecticut	92 ¹	2.1	90 ¹	2.9	92 ¹	1.9	89 ¹	4.3	
Delaware	94 ¹	1.6	98 ¹	1.0	94 ¹	1.4	95 ¹	1.3	
Florida	92 ¹	2.1	87 ¹	2.8	90 ¹	1.8	90 ¹	2.2	
Georgia	90 ¹	2.4	95 ¹	1.4	88 ¹	2.0	94 ¹	2.3	
Hawaii	90 ¹	2.5	98 ¹	0.8	89 ¹	2.2	97 ¹	1.0	
Idaho	88 ¹	3.2	97 ¹	2.0	87 ¹	2.3	90 ¹	2.6	
Illinois	95 ¹	1.2	98 ¹	0.7	93 ¹	1.7	96 ¹	1.3	
Indiana	98 ¹	0.7	96 ¹	1.8	98 ¹	0.7	96 ¹	3.1	
Iowa	94 ¹	1.7	94 ¹	2.9	94 ¹	1.2	91 ¹	3.6	
Kansas	94 ¹	1.2	99 ¹	0.5	92 ¹	2.0	97 ¹	1.4	
Kentucky	84 ¹	2.4	90 ¹	2.0	86 ¹	2.2	88 ¹	3.8	
Louisiana	85 ¹	3.0	90 ¹	7.3	83 ¹	2.5	‡	†	
Maine	96 ¹	1.1	92 ¹	3.4	95 ¹	1.0	‡	†	
Maryland	90 ¹	1.7	94 ¹	1.3	91 ¹	2.0	89 ¹	2.7	
Massachusetts	90 ¹	2.0	92 ¹	1.9	93 ¹	1.2	76	4.3	
Michigan	83 ¹	3.3	94 ¹	2.4	89 ¹	2.3	96 ¹	1.9	
Minnesota	81 ¹	3.0	92 ¹	2.0	91 ¹	1.7	89 ¹	4.5	
Mississippi	92 ¹	1.9	100 ¹	†	95 ¹	1.6	98 ¹	1.8	
Missouri	95 ¹	1.3	96 ¹	2.4	93 ¹	1.9	94 ¹	2.5	
Montana	91 ¹	1.8	‡	†	94 ¹	1.2	‡	†	
Nebraska	94 ¹	1.3	97 ¹	1.6	92 ¹	1.9	93 ¹	2.6	
Nevada	91 ¹	2.0	97 ¹	0.8	90 ¹	2.0	97 ¹	1.1	
New Hampshire	94 ¹	1.4	97 ¹	1.8	96 ¹	1.3	‡	†	
New Jersey	86 ¹	3.8	92 ¹	2.6	90 ¹	1.8	85 ¹	4.6	
New Mexico	93 ¹	1.8	98 ¹	0.6	91 ¹	1.7	98 ¹	0.6	
New York	91 ¹	2.5	92 ¹	1.3	90 ¹	2.1	92 ¹	2.2	
North Carolina	91 ¹	2.3	95 ¹	2.6	87 ¹	2.6	94 ¹	1.5	
North Dakota	89 ¹	2.1	94 ¹	3.0	90 ¹	1.8	‡	†	
Ohio	85 ¹	2.1	91 ¹	4.0	92 ¹	2.1	86 ¹	4.7	
Oklahoma	92 ¹	1.6	97 ¹	1.1	88 ¹	2.3	92 ¹	2.6	
Oregon	88 ¹	2.3	96 ¹	1.3	94 ¹	1.3	95 ¹	1.7	
Pennsylvania	91 ¹	1.7	89 ¹	2.7	93 ¹	1.4	89 ¹	2.8	
Rhode Island	95 ¹	1.6	96 ¹	1.1	91 ¹	1.9	94 ¹	1.9	
South Carolina	92 ¹	2.7	95 ¹	2.1	94 ¹	1.6	90 ¹	3.4	
South Dakota	95 ¹	1.3	98 ¹	1.7	90 ¹	1.8	90 ¹	3.9	
Tennessee	88 ¹	2.6	92 ¹	1.4	79	2.8	88 ¹	3.5	
Texas	85 ¹	2.5	95 ¹	1.2	85 ¹	3.0	97 ¹	0.8	
Utah	97 ¹	1.1	95 ¹	1.6	94 ¹	1.6	94 ¹	1.9	
Vermont	94 ¹	1.3	‡	†	93 ¹	1.4	‡	†	
Virginia	87 ¹	2.5	95 ¹	1.4	87 ¹	2.6	79 ¹	3.9	
Washington	89 ¹	2.6	96 ¹	1.2	89 ¹	2.1	96 ¹	1.4	
West Virginia	93 ¹	1.9	‡	†	91 ¹	2.0	‡	†	
Wisconsin	95 ¹	1.4	97 ¹	1.2	95 ¹	1.3	95 ¹	2.0	
Wyoming	90 ¹	1.6	90 ¹	3.5	90 ¹	1.7	‡	†	
Other jurisdictions									
District of Columbia	81 ¹	2.6	91 ¹	2.0	89 ¹	1.7	88 ¹	2.4	
DoDEA ²	91 ¹	1.6	94 ¹	1.4	88 ¹	2.5	90 ¹	2.7	

† Not applicable. Standard error estimate cannot be accurately determined.

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

¹ The state/jurisdiction's inclusion rate is higher than or not significantly different from the National Assessment Governing Board goal of 85 percent.² Department of Defense Education Activity (overseas and domestic schools).

NOTE: In 2022, a new category of "full-time remote student who cannot be assessed" was included in the sample. This category was not included in the denominator when calculating the inclusion/exclusion rates presented in this table. Beginning with the 2017 assessment, NAEP reading results are from a digitally based assessment; prior to 2017, results were from a paper-and-pencil based assessment. SD includes students identified as having an Individualized Education Program but excludes other students protected 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.

Table A-12. Inclusion rate and confidence interval in NAEP reading for fourth- and eighth-grade public school students, as a percentage of all students, by urban district/jurisdiction: 2022

Urban district/jurisdiction	GRADE 4			GRADE 8		
	Inclusion rate	95% CONFIDENCE INTERVAL		Inclusion rate	95% CONFIDENCE INTERVAL	
		Lower	Upper		Lower	Upper
Nation (public)	98 ²	97.7	98.1	98 ²	98.0	98.2
Large city ¹ (public)	97 ²	96.5	97.4	98 ²	97.2	98.5
Albuquerque	99 ²	96.3	99.5	99 ²	98.1	99.4
Atlanta	97 ²	95.7	98.2	97 ²	95.6	98.3
Austin	95 ²	88.6	97.8	98 ²	97.0	98.6
Baltimore City	97 ²	94.5	98.1	97 ²	95.3	98.3
Boston	94 ²	92.2	95.2	94 ²	92.7	95.5
Charlotte	98 ²	97.3	98.9	97 ²	96.2	98.1
Chicago	98 ²	96.3	98.6	98 ²	97.5	99.1
Clark County (NV)	98 ²	97.3	98.9	99 ²	97.9	99.3
Cleveland	98 ²	95.9	98.9	96 ²	93.9	97.5
Dallas	96 ²	93.4	97.4	97 ²	95.2	98.0
Denver	97 ²	94.6	98.1	97 ²	96.2	98.3
Detroit	96 ²	94.4	96.8	95 ²	93.1	96.3
District of Columbia (DCPS)	94 ²	92.6	95.6	96 ²	94.3	96.7
Duval County (FL)	98 ²	95.8	99.0	98 ²	97.2	98.9
Fort Worth	97 ²	95.5	97.7	99 ²	97.9	99.1
Guilford County (NC)	98 ²	97.3	98.9	99 ²	98.4	99.4
Hillsborough County (FL)	97 ²	95.4	98.0	97 ²	95.4	97.8
Houston	98 ²	96.6	98.5	96 ²	95.3	97.2
Jefferson County (KY)	94 ²	91.3	95.5	98 ²	97.2	98.7
Los Angeles	98 ²	96.4	98.7	98 ²	96.8	98.2
Miami-Dade	97 ²	95.5	98.1	97 ²	94.5	98.0
Milwaukee	98 ²	95.6	98.8	99 ²	97.3	99.5
New York City	98 ²	96.6	98.4	99 ²	97.3	99.5
Philadelphia	93 ²	91.0	95.2	95 ²	93.0	96.3
San Diego	97 ²	95.5	98.3	98 ²	96.3	98.6
Shelby County (TN)	96 ²	94.3	97.5	97 ²	95.9	98.3

¹ Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.

² The urban district/jurisdiction's inclusion rate is higher than or not significantly different from the National Assessment Governing Board goal of 95 percent.

NOTE: In 2022, a new category of "full-time remote student who cannot be assessed" was included in the sample. This category was not included in the denominator when calculating the inclusion/exclusion rates presented in this table. Beginning with the 2017 assessment, NAEP reading results are from a digitally based assessment; prior to 2017, results were from a paper-and-pencil based assessment. DCPS = District of Columbia Public Schools.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022 Reading Assessment.

Table A-13. Inclusion rate and standard error (SE) in NAEP reading for fourth- and eighth-grade public school students with disabilities (SD) and English learners (EL), as a percentage of identified SD and EL students, by urban district/jurisdiction: 2022

Urban district/jurisdiction	PERCENTAGE OF IDENTIFIED SD OR EL STUDENTS							
	GRADE 4				GRADE 8			
	SD		EL		SD		EL	
	Inclusion rate	SE	Inclusion rate	SE	Inclusion rate	SE	Inclusion rate	SE
Nation (public)	89 ²	0.6	95 ²	0.4	90 ²	0.4	93 ²	0.6
Large city ¹ (public)	88 ²	1.0	93 ²	0.7	91 ²	0.7	94 ²	1.1
Albuquerque	95 ²	2.9	97 ²	1.5	96 ²	1.1	99 ²	0.6
Atlanta	77	4.6	‡	†	80 ²	4.4	‡	†
Austin	87 ²	2.8	89 ²	3.8	88 ²	2.5	95 ²	1.2
Baltimore City	91 ²	4.7	91 ²	2.3	88 ²	2.9	87 ²	4.6
Boston	80	2.8	90 ²	1.7	86 ²	2.2	82 ²	2.9
Charlotte	90 ²	3.3	96 ²	1.3	90 ²	3.4	87 ²	2.3
Chicago	85 ²	3.7	96 ²	1.4	92 ²	2.5	96 ²	1.4
Clark County (NV)	91 ²	2.6	96 ²	1.0	88 ²	3.1	97 ²	1.2
Cleveland	91 ²	3.0	96 ²	2.2	88 ²	2.5	87 ²	4.1
Dallas	86 ²	4.6	95 ²	1.1	82 ²	4.5	96 ²	1.0
Denver	87 ²	4.0	94 ²	1.7	86 ²	3.0	94 ²	1.4
Detroit	68	3.9	97 ²	1.3	71	4.2	96 ²	1.6
District of Columbia (DCPS)	75	3.9	88 ²	2.9	85 ²	2.8	84 ²	3.6
Duval County (FL)	90 ²	3.1	100 ²	†	90 ²	2.4	‡	†
Fort Worth	77	4.1	97 ²	0.8	86 ²	3.1	99 ²	0.4
Guilford County (NC)	87 ²	3.4	99 ²	0.9	93 ²	1.7	98 ²	1.1
Hillsborough County (FL)	91 ²	2.8	87 ²	3.4	90 ²	2.4	‡	†
Houston	80 ²	4.2	99 ²	0.5	78 ²	4.1	93 ²	1.1
Jefferson County (KY)	73	3.7	83 ²	4.2	83 ²	3.4	96 ²	1.9
Los Angeles	90 ²	3.9	94 ²	1.5	89 ²	2.1	90 ²	1.9
Miami-Dade	90 ²	2.9	91 ²	2.1	85 ²	5.6	84 ²	3.3
Milwaukee	93 ²	2.6	95 ²	2.7	96 ²	2.2	97 ²	1.5
New York City	96 ²	1.6	91 ²	1.8	98 ²	1.7	95 ²	2.2
Philadelphia	79 ²	3.7	79 ²	4.9	82 ²	3.2	84 ²	3.9
San Diego	88 ²	3.6	92 ²	2.0	89 ²	2.7	96 ²	1.8
Shelby County (TN)	67	5.2	95 ²	2.3	74	5.8	‡	†

† Not applicable. Standard error estimate cannot be accurately determined.

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

¹ Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.

² The urban district/jurisdiction's inclusion rate is higher than or not significantly different from the National Assessment Governing Board goal of 85 percent.

NOTE: In 2022, a new category of "full-time remote student who cannot be assessed" was included in the sample. This category was not included in the denominator when calculating the inclusion/exclusion rates presented in this table. Beginning with the 2017 assessment, NAEP reading results are from a digitally based assessment; prior to 2017, results were from a paper-and-pencil based assessment. DCPS = District of Columbia Public Schools. SD includes students identified as having an Individualized Education Program but excludes other students protected 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.

Accommodations

Prior to 1998, no testing accommodations were provided to students taking the NAEP reading assessment, resulting in the exclusion of students who could not be assessed without them. As the number of identified students with disabilities and English learners increased over the years, the exclusion of those needing accommodations to participate in NAEP threatened the stability of trend lines (excluding more students in one assessment year than in another might lead to apparent rather than real differences), and threatened to compromise NAEP samples as optimally representative of target populations. Therefore, administration

procedures allowing for many of the same testing accommodations provided on state and district assessments (e.g., extra testing time or individual rather than group administration) were introduced in 1998 for national and state NAEP reading assessments.

The percentages of SD/EL students assessed with the available accommodations in 2022 are presented in table A-14. Students assessed with accommodations typically received some combination of accommodations. In contrast to assessment years prior to 2009 in which students were only counted once in the category reflecting the primary accommodation provided, students are counted in the categories for each accommodation they received in 2022. For example, students assessed in small groups (as compared with standard NAEP sessions of about 30 students) were also usually given extended time and are included in counts for both groups in table A-14.

Since providing accommodations represented a change in testing conditions that could potentially affect the measurement of changes over time, split samples of students were assessed nationally and at the state level in 1998—one sample permitted accommodations, and the other did not. Although the results for both samples are presented in the tables, the comparisons to 1998 in the text are based on just the accommodated samples.

Table A-14. Percentage of fourth- and eighth-grade students identified as students with disabilities (SD) and/or English learners (EL) excluded and assessed in NAEP reading when accommodations were not permitted: 1992, 1994, and 1998

Grade and SD/EL category	1992	1994	1998
Grade 4			
SD and/or EL			
Identified	10	13	16
Excluded	6	5	9
Assessed	4	8	7
SD			
Identified	7	10	11
Excluded	4	4	6
Assessed	3	6	5
EL			
Identified	3	4	6
Excluded	2	1	3
Assessed	1	2	2
Grade 8			
SD and/or EL			
Identified	10	13	12
Excluded	7	7	6
Assessed	4	6	7
SD			
Identified	8	11	10
Excluded	5	6	5
Assessed	3	5	5
EL			
Identified	3	3	3
Excluded	2	1	1
Assessed	1	1	2

NOTE: In 2022, a new category of "full-time remote student who cannot be assessed" was included in the sample. This category was not included in the denominator when calculating the inclusion/exclusion rates presented in this table. Beginning with the 2017 assessment, NAEP reading results are from a digitally based assessment; prior to 2017, results were from a paper-and-pencil based assessment. 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), 1992, 1994, and 1998 Reading Assessments.

Exclusion Rates

Even with the availability of accommodations, some students are excluded from the NAEP assessments by their schools. The decision to exclude any student is made by school staff, who using NAEP guidelines and each student's Individualized Education Program (IEP), decide whether the student can meaningfully be assessed.

In 2013, the method used by school staff to determine whether or not a student should be excluded from the NAEP assessment was revised. Previously, a student who required an accommodation specified in their IEP that was not allowed by NAEP was excluded. Beginning in 2013, SD students could be excluded only if they took an alternate assessment with alternate achievement standards, and EL students could be excluded only if they had been enrolled in U.S. schools for less than one year. All other students were encouraged to take the assessment, even if their accommodation was not allowed by NAEP. Schools, students, or parents could, however, refuse to allow such a student to be assessed. For weighting and reporting purposes, these refusals were counted as exclusions.

Jurisdictions vary in their proportions of SD and/or EL students. These variations, as well as differences in policies and practices regarding the identification and inclusion of SD and/or EL students, lead to differences in exclusion and accommodation rates. These differences should be considered when comparing student performance over time and across jurisdictions. While the effect of exclusion is not precisely known, the validity of comparisons of performance results could be affected if exclusion rates are comparatively high or vary widely over time.

National Exclusion Rates (public and nonpublic school students): The percentage of SD and/or EL students excluded and assessed with and without accommodations as a percentage of students identified are provided in table A-16. (Note that the denominator for these percentages includes assessed students plus excluded students; it does not include sampled students who were absent or refused to participate).

State Exclusion Rates (public school students only): The states/jurisdictions that participated in the 1992, 1994, and 1998 reading assessments at grade 4 when accommodations were not permitted are provided in table A-17. The states/jurisdictions that participated in the 1998 to 2022 reading assessments at grade 4 when accommodations were permitted are provided in table A-18.

The states/jurisdictions that participated in the 1992, 1994, and 1998 reading assessments at grade 8 when accommodations were not permitted are provided in table A-19. The states/jurisdictions that participated in the 1998 to 2022 reading assessments at grade 8 when accommodations were permitted are provided in table A-20.

Rates by state are reported separately for SD and EL students at each grade in tables A-21 through A-28. Rates are also reported as the percentage of SD and/or EL students identified in each state in tables A-29 through A-30.

District Exclusion Rates (public school students only): District-level results in reading are only available based on administrations in which accommodations were permitted. Among the 26 urban districts that participated in the 2022 reading assessment, the percentage of fourth-graders identified as SD and/or EL are provided in tables A-31, A-33, and A-35. The percentage of eighth-graders identified as SD and/or EL are provided in tables A-32, A-34, and A-36.

Table A-15. Percentage of fourth- and eighth-grade students identified as students with disabilities (SD) and/or English learners (EL) excluded and assessed in NAEP reading when accommodations were permitted: Various years, 1998–2022

Grade and SD/EL category	1998	2000	2002	2003	2005	2007	2009	2011	2013	2015	2017	2019	2022
Grade 4													
SD and/or EL													
Identified	16	18	19	20	21	22	21	22	22	23	24	25	27
Excluded	6	6	6	6	6	6	5	4	3	2	2	2	2
Assessed	10	12	13	14	15	16	16	18	19	21	22	23	25
Without accommodations	7	10	9	9	9	9	8	9	7	8	10	9	11
With accommodations	3	2	4	5	6	7	8	10	12	13	12	14	14
SD													
Identified	10	11	12	13	13	13	13	13	13	14	14	15	16
Excluded	4	4	5	4	5	4	4	3	2	2	1	2	1
Assessed	6	7	7	8	8	9	9	10	11	12	12	13	14
Without accommodations	3	5	4	4	3	3	3	3	2	3	4	3	4
With accommodations	3	2	3	4	5	5	6	7	9	10	9	10	11
EL													
Identified	6	8	8	10	10	10	10	11	10	11	12	12	14
Excluded	2	3	2	2	2	2	2	1	1	1	1	1	1
Assessed	4	5	6	7	8	8	8	10	9	10	11	12	13
Without accommodations	3	5	6	6	6	6	6	6	5	6	6	7	8
With accommodations	1	#	1	1	2	2	2	3	4	4	4	5	5
Grade 8													
SD and/or EL													
Identified	12	—	17	17	17	18	17	17	16	18	19	20	22
Excluded	4	—	5	5	5	5	4	3	2	2	2	2	2
Assessed	9	—	11	12	13	13	13	13	14	16	17	18	21
Without accommodations	6	—	8	7	7	6	5	5	4	5	6	6	7
With accommodations	2	—	4	5	6	6	8	9	11	11	11	12	13
SD													
Identified	10	—	12	13	12	12	12	12	12	13	13	14	15
Excluded	3	—	4	4	4	4	3	3	2	1	1	1	1
Assessed	7	—	8	9	8	8	9	9	11	11	12	13	13
Without accommodations	5	—	5	4	3	2	2	2	1	2	3	2	2
With accommodations	2	—	3	5	5	6	7	7	9	10	9	10	11
EL													
Identified	3	—	6	6	6	6	6	6	5	6	7	7	9
Excluded	1	—	2	1	1	1	1	1	1	1	1	1	1
Assessed	2	—	4	4	5	5	5	5	5	6	6	7	9
Without accommodations	2	—	4	4	4	4	3	3	2	3	3	4	5
With accommodations	#	—	#	1	1	1	1	2	2	3	2	3	3

— Not available.

Rounds to zero.

NOTE: In 2022, a new category of "full-time remote student who cannot be assessed" was included in the sample. This category was not included in the denominator when calculating the inclusion/exclusion rates presented in this table. Beginning with the 2017 assessment, NAEP reading results are from a digitally based assessment; prior to 2017, results were from a paper-and-pencil based assessment. Students identified as both SD and EL were counted only once under the combined SD and/or EL category, but were counted separately under the SD and EL categories. SD includes students identified as having either an Individualized Education Program or protection under Section 504 of the Rehabilitation Act of 1973. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2022 Reading Assessments.

Table A-16. Percentage of fourth- and eighth-grade students identified as students with disabilities (SD) and/or English learners (EL) excluded and assessed in NAEP reading, as a percentage of identified SD and/or EL students, by grade and SD/EL category: 2022

Grade and SD/EL category	PERCENTAGE OF IDENTIFIED SD AND/OR EL STUDENTS			
	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Grade 4				
SD and/or EL	7	93	41	52
SD	9	91	23	68
EL	5	95	59	35
Grade 8				
SD and/or EL	8	92	33	59
SD	9	91	16	75
EL	7	93	58	35

NOTE: In 2022, a new category of "full-time remote student who cannot be assessed" was included in the sample. This category was not included in the denominator when calculating the inclusion/exclusion rates presented in this table. Beginning with the 2017 assessment, NAEP reading results are from a digitally based assessment; prior to 2017, results were from a paper-and-pencil based assessment. 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 Reading Assessment.

Table A-17. Percentage of fourth-grade public school students identified as students with disabilities and/or English learners excluded and assessed in NAEP reading when accommodations were not permitted, by state/jurisdiction: 1992, 1994, and 1998

State/jurisdiction	1992			1994			1998		
	Identified	Excluded	Assessed	Identified	Excluded	Assessed	Identified	Excluded	Assessed
Nation (public)	11	6	4	14	6	8	17	10	7
Alabama	10	6	4	11	5	5	13	8	5
Alaska	—	—	—	—	—	—	—	—	—
Arizona	16	7	9	21	7	14	22	10	12
Arkansas	11	5	6	12	6	6	11	5	6
California	28	14	13	31	12	18	31	15	15
Colorado	11	6	4	15	7	8	15	7	8
Connecticut	15	7	8	17	8	8	18	13	6
Delaware	12	6	6	15	6	9	16	7	9
Florida	17	9	8	22	10	11	18	9	9
Georgia	9	5	4	11	5	5	11	7	4
Hawaii	13	6	8	12	5	7	15	5	10
Idaho	9	4	5	12	5	7	—	—	—
Illinois	—	—	—	—	—	—	14	10	5
Indiana	8	4	3	11	5	6	—	—	—
Iowa	9	4	6	11	5	6	15	8	7
Kansas	—	—	—	—	—	—	12	6	7
Kentucky	8	4	4	8	4	4	13	9	4
Louisiana	8	4	4	11	6	5	15	12	3
Maine	12	5	6	17	10	7	15	8	7
Maryland	14	7	7	15	7	8	13	10	3
Massachusetts	17	7	10	18	8	10	19	8	11
Michigan	7	5	2	10	6	4	10	7	3
Minnesota	10	4	6	12	4	8	15	4	11
Mississippi	7	5	2	9	6	4	7	4	3
Missouri	11	5	6	12	5	7	14	7	7
Montana	—	—	—	11	4	8	10	4	6
Nebraska	13	4	9	16	4	12	—	—	—
Nevada	—	—	—	—	—	—	20	12	7
New Hampshire	12	4	7	15	6	9	14	5	9
New Jersey	10	6	5	12	6	6	—	—	—
New Mexico	13	8	6	18	8	10	28	11	16
New York	13	6	7	15	8	7	14	9	5
North Carolina	12	4	7	14	5	9	15	10	5
North Dakota	10	2	8	10	2	8	—	—	—
Ohio	10	6	4	—	—	—	—	—	—
Oklahoma	13	8	4	—	—	—	15	9	6
Oregon	—	—	—	—	—	—	20	7	12
Pennsylvania	9	4	5	11	6	5	—	—	—
Rhode Island	16	7	9	15	5	10	20	7	12
South Carolina	11	6	5	13	7	6	16	11	5
Tennessee	11	5	7	13	6	6	13	4	9
Texas	17	8	9	24	11	13	26	14	13
Utah	10	4	6	12	5	7	14	5	9
Vermont	—	—	—	—	—	—	—	—	—
Virginia	12	6	6	13	7	6	15	8	7
Washington	—	—	—	15	5	9	15	5	10
West Virginia	8	5	3	12	7	5	12	9	3
Wisconsin	11	7	4	13	7	6	16	10	6
Wyoming	11	4	7	11	4	7	14	4	9
Other jurisdictions									
District of Columbia	12	10	3	12	9	3	16	11	6
DoDEA ¹	—	—	—	—	—	—	8	4	3

— Not available.

¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: Beginning with the 2017 assessment, NAEP reading results are from a digitally based assessment; prior to 2017, results were from a paper-and-pencil based assessment. Alaska, South Dakota, and Vermont did not participate in NAEP reading assessments from 1992 to 1998. 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), 1992, 1994, and 1998 Reading Assessments.

Table A-18. Percentage of fourth-grade public school students identified as students with disabilities and/or English learners excluded and assessed in NAEP reading when accommodations were permitted, by state/jurisdiction: Various years, 1998–2022

State/jurisdiction	1998					2002				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	18	7	11	7	3	21	7	14	10	4
Alabama	13	8	4	3	1	14	3	12	9	2
Alaska	—	—	—	—	—	—	—	—	—	—
Arizona	22	10	12	10	1	28	8	21	18	3
Arkansas	11	5	6	4	2	14	5	10	8	2
California	31	14	16	15	1	34	5	29	28	1
Colorado	15	6	9	6	3	—	—	—	—	—
Connecticut	18	10	8	5	3	16	5	11	5	6
Delaware	16	1	15	11	4	17	8	9	4	5
Florida	18	6	12	8	5	25	7	18	10	8
Georgia	11	5	6	3	3	13	4	9	6	3
Hawaii	15	5	10	9	1	18	6	12	7	5
Idaho	—	—	—	—	—	17	4	13	11	2
Illinois	14	6	8	6	2	20	7	14	8	6
Indiana	—	—	—	—	—	13	5	9	7	2
Iowa	15	5	10	7	3	16	8	8	3	5
Kansas	12	4	8	5	4	19	5	14	7	7
Kentucky	13	7	5	3	2	12	8	4	3	1
Louisiana	15	7	8	3	5	19	10	9	3	6
Maine	15	7	7	4	3	17	6	11	5	6
Maryland	13	6	8	4	4	14	7	7	5	2
Massachusetts	19	5	14	9	5	19	6	13	4	9
Michigan	10	6	4	3	1	14	7	6	5	1
Minnesota	15	3	12	9	3	19	5	13	10	4
Mississippi	7	4	3	2	#	7	4	3	2	1
Missouri	14	6	8	3	4	16	9	8	4	3
Montana	10	2	7	5	2	15	6	8	4	4
Nebraska	—	—	—	—	—	21	5	15	9	6
Nevada	20	11	9	8	1	27	10	17	14	3
New Hampshire	14	3	11	6	5	—	—	—	—	—
New Jersey	—	—	—	—	—	—	—	—	—	—
New Mexico	28	9	18	16	2	37	10	27	23	4
New York	14	7	7	2	4	18	8	9	3	6
North Carolina	15	7	9	3	6	19	12	7	3	4
North Dakota	—	—	—	—	—	18	5	13	9	3
Ohio	—	—	—	—	—	14	8	5	4	2
Oklahoma	15	9	6	5	1	21	5	15	10	5
Oregon	20	6	14	10	4	25	8	17	13	4
Pennsylvania	—	—	—	—	—	14	5	10	4	5
Rhode Island	20	7	13	9	4	25	6	19	8	11
South Carolina	16	8	9	6	3	16	5	12	9	3
South Dakota	—	—	—	—	—	—	—	—	—	—
Tennessee	13	4	9	8	2	14	3	10	9	1
Texas	26	13	14	11	3	27	11	16	14	2
Utah	14	6	8	6	2	19	6	13	9	4
Vermont	—	—	—	—	—	15	5	10	4	6
Virginia	15	6	9	4	5	18	10	8	5	3
Washington	15	5	10	7	3	15	5	11	7	4
West Virginia	12	8	4	2	1	16	10	5	3	2
Wisconsin	16	8	8	5	3	19	8	10	5	5
Wyoming	14	3	10	6	4	17	3	15	7	7
Other jurisdictions										
District of Columbia	16	9	8	5	3	19	8	11	5	5
DoDEA ¹	8	3	4	3	1	16	3	12	8	4

See notes at end of table.

Table A-18. Percentage of fourth-grade public school students identified as students with disabilities and/or English learners excluded and assessed in NAEP reading when accommodations were permitted, by state/jurisdiction: Various years, 1998–2022—Continued

State/jurisdiction	2003					2005				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	22	6	16	10	5	23	7	16	10	7
Alabama	12	2	10	7	3	13	2	11	8	3
Alaska	29	3	27	20	7	32	3	28	17	12
Arizona	28	7	21	18	2	29	6	23	16	7
Arkansas	16	6	10	7	3	17	8	9	5	3
California	38	5	32	30	2	39	5	34	31	3
Colorado	18	3	15	7	8	22	4	18	5	13
Connecticut	15	5	10	4	6	17	3	13	4	9
Delaware	18	11	7	4	3	20	13	7	4	3
Florida	25	5	20	9	11	25	6	18	5	14
Georgia	16	4	12	6	5	15	6	10	6	4
Hawaii	17	4	13	6	7	18	3	15	7	8
Idaho	18	4	14	12	3	17	3	14	11	3
Illinois	22	8	14	7	7	22	7	14	8	6
Indiana	15	4	11	6	5	19	5	14	6	8
Iowa	17	7	11	4	6	19	6	13	4	9
Kansas	15	3	12	4	9	19	4	15	6	8
Kentucky	15	9	6	5	1	15	9	7	3	3
Louisiana	21	6	15	3	12	24	14	10	3	7
Maine	19	7	12	5	7	18	6	12	5	7
Maryland	16	7	9	6	3	15	6	9	4	5
Massachusetts	22	4	17	4	13	25	8	17	6	11
Michigan	15	7	8	5	3	16	7	9	5	5
Minnesota	19	3	16	10	6	20	3	17	9	8
Mississippi	10	6	4	3	1	13	4	9	7	2
Missouri	18	8	10	5	5	17	8	10	5	5
Montana	16	5	12	6	6	16	5	11	4	6
Nebraska	20	5	15	9	6	23	5	17	9	8
Nevada	26	8	17	13	5	25	7	18	13	5
New Hampshire	19	4	15	5	10	21	4	17	5	12
New Jersey	17	5	12	2	10	18	5	12	3	9
New Mexico	41	8	33	23	10	34	10	24	16	8
New York	19	8	11	3	8	20	6	14	2	13
North Carolina	20	7	13	5	8	22	4	18	5	13
North Dakota	17	4	13	9	4	16	5	10	6	4
Ohio	13	6	7	2	5	14	8	6	2	4
Oklahoma	22	6	16	11	5	22	6	16	7	9
Oregon	26	9	17	12	5	28	7	21	15	7
Pennsylvania	15	4	12	3	9	17	5	13	5	8
Rhode Island	26	5	21	8	13	25	4	22	9	13
South Carolina	18	8	10	8	2	17	7	11	8	3
South Dakota	18	4	14	8	5	18	5	13	8	5
Tennessee	15	4	11	8	2	13	7	6	3	2
Texas	26	11	15	14	1	26	11	16	13	3
Utah	22	5	17	11	6	21	4	17	11	6
Vermont	18	6	12	4	7	16	5	11	5	7
Virginia	19	10	9	5	4	23	12	11	7	4
Washington	20	5	15	10	5	20	4	16	8	8
West Virginia	15	9	6	4	2	18	5	12	9	4
Wisconsin	19	6	13	4	9	20	6	14	5	9
Wyoming	18	2	16	7	10	20	2	18	7	11
Other jurisdictions										
District of Columbia	18	6	12	3	9	20	7	12	3	9
DoDEA ¹	15	3	12	7	6	16	4	12	7	6

See notes at end of table.

Table A-18. Percentage of fourth-grade public school students identified as students with disabilities and/or English learners excluded and assessed in NAEP reading when accommodations were permitted, by state/jurisdiction: Various years, 1998–2022—Continued

State/jurisdiction	2007					2009				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	23	6	17	10	7	23	5	18	9	9
Alabama	14	3	11	8	3	12	2	10	7	3
Alaska	28	4	23	12	11	25	3	22	6	16
Arizona	25	6	19	13	6	26	4	22	13	8
Arkansas	20	7	12	5	7	17	1	16	4	12
California	40	4	36	32	4	36	3	33	28	5
Colorado	24	4	20	10	11	21	3	18	6	12
Connecticut	18	4	15	4	11	18	4	14	2	12
Delaware	22	12	11	4	7	18	8	11	3	8
Florida	22	7	16	2	14	23	5	19	4	15
Georgia	15	8	7	4	3	14	5	9	4	5
Hawaii	19	4	15	7	8	20	2	18	5	13
Idaho	18	3	15	9	6	15	3	12	6	6
Illinois	23	7	16	9	8	22	4	18	5	13
Indiana	20	5	15	7	8	19	5	15	6	9
Iowa	17	5	12	4	8	18	5	14	3	10
Kansas	19	6	14	8	6	22	6	16	8	9
Kentucky	17	8	9	6	3	17	8	9	5	4
Louisiana	19	4	15	4	12	22	2	20	4	16
Maine	20	6	14	5	9	20	4	15	3	12
Maryland	17	9	9	4	5	19	11	8	2	6
Massachusetts	23	6	16	6	10	24	5	19	7	12
Michigan	16	5	11	5	6	17	4	12	6	7
Minnesota	21	4	17	9	8	21	3	19	9	9
Mississippi	12	2	9	6	4	10	1	9	4	5
Missouri	17	4	14	5	8	16	4	12	4	8
Montana	16	4	12	5	7	14	4	11	4	6
Nebraska	22	5	17	9	8	24	5	19	10	9
Nevada	32	8	24	16	8	30	4	26	13	13
New Hampshire	21	4	17	4	13	21	3	17	3	14
New Jersey	17	7	10	1	9	19	9	10	2	8
New Mexico	33	12	21	15	6	26	7	19	10	9
New York	23	6	16	2	15	22	5	18	1	16
North Carolina	22	3	19	6	13	19	3	17	5	12
North Dakota	17	9	8	5	3	17	8	10	5	5
Ohio	17	8	9	3	6	16	6	9	2	8
Oklahoma	20	7	12	7	6	19	7	11	5	7
Oregon	28	5	22	13	9	26	4	22	10	12
Pennsylvania	18	5	13	5	8	18	3	15	4	11
Rhode Island	25	5	21	7	13	22	4	19	5	13
South Carolina	18	4	14	8	6	19	5	14	8	5
South Dakota	18	6	13	9	4	16	6	10	7	3
Tennessee	17	11	7	5	2	16	9	7	3	4
Texas	26	10	16	12	4	29	9	20	16	3
Utah	22	6	16	10	6	19	6	13	7	7
Vermont	21	7	14	6	9	21	4	17	4	13
Virginia	21	8	13	7	6	20	4	15	6	9
Washington	21	5	16	10	6	21	4	17	10	7
West Virginia	18	2	16	10	7	17	2	15	9	7
Wisconsin	20	5	14	6	8	20	4	16	4	12
Wyoming	19	4	15	7	8	18	2	16	5	12
Other jurisdictions										
District of Columbia	22	14	8	2	7	20	11	10	2	7
DoDEA ¹	16	5	11	6	5	18	6	12	6	6

See notes at end of table.

Table A-18. Percentage of fourth-grade public school students identified as students with disabilities and/or English learners excluded and assessed in NAEP reading when accommodations were permitted, by state/jurisdiction: Various years, 1998–2022—Continued

State/jurisdiction	2011					2013				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	23	4	19	9	10	23	3	20	7	13
Alabama	12	2	10	6	4	12	1	11	6	5
Alaska	27	2	25	6	20	27	1	26	5	21
Arizona	22	1	20	7	13	17	1	15	2	13
Arkansas	20	1	18	5	13	21	1	20	5	15
California	38	2	35	29	6	32	3	30	22	8
Colorado	25	1	23	10	13	23	2	21	8	13
Connecticut	19	2	17	2	15	19	2	17	2	15
Delaware	19	7	12	4	8	18	5	13	3	10
Florida	23	2	21	3	18	25	3	22	3	19
Georgia	16	6	10	4	6	16	5	11	3	8
Hawaii	20	2	18	6	11	17	2	15	5	10
Idaho	15	2	13	5	7	15	1	13	4	9
Illinois	21	2	19	6	13	20	1	19	4	15
Indiana	22	1	21	7	14	22	2	19	3	16
Iowa	19	1	18	3	15	18	1	17	2	14
Kansas	24	2	22	10	12	26	2	24	11	13
Kentucky	16	9	8	4	4	15	3	12	3	10
Louisiana	22	1	21	4	17	22	1	21	2	19
Maine	20	2	19	4	15	22	2	20	2	18
Maryland	19	10	9	2	7	21	13	8	2	6
Massachusetts	25	6	19	7	12	27	3	25	9	16
Michigan	16	4	13	6	7	20	4	16	7	10
Minnesota	23	2	22	11	10	22	3	19	9	10
Mississippi	11	1	10	5	6	12	1	11	4	7
Missouri	16	2	15	5	9	16	1	15	3	11
Montana	14	4	9	4	5	15	3	12	5	7
Nebraska	23	4	19	8	11	22	4	19	5	14
Nevada	35	1	34	16	18	31	2	30	7	23
New Hampshire	19	3	16	3	14	18	3	15	2	13
New Jersey	20	9	10	2	9	19	2	17	2	15
New Mexico	27	6	21	11	10	28	1	27	12	15
New York	23	3	20	1	19	22	1	21	1	20
North Carolina	21	2	19	7	12	20	2	18	5	13
North Dakota	17	6	10	4	6	16	4	12	3	9
Ohio	17	6	11	2	9	17	3	15	2	13
Oklahoma	21	5	16	6	9	22	2	20	6	14
Oregon	28	3	25	12	13	27	2	24	12	12
Pennsylvania	18	3	15	4	11	18	2	16	3	13
Rhode Island	19	2	17	5	12	19	1	18	3	14
South Carolina	18	3	16	8	7	20	2	18	9	10
South Dakota	19	3	16	9	8	19	2	17	7	9
Tennessee	17	7	10	3	7	18	3	14	2	12
Texas	30	10	20	17	3	33	5	28	13	14
Utah	19	4	14	7	8	18	3	15	4	10
Vermont	19	2	17	3	14	19	1	18	2	16
Virginia	19	3	16	7	10	19	2	18	6	12
Washington	22	3	20	8	12	22	3	19	7	12
West Virginia	18	2	16	8	8	19	2	17	8	9
Wisconsin	21	2	19	3	16	21	2	20	3	17
Wyoming	19	2	17	4	12	18	1	16	3	13
Other jurisdictions										
District of Columbia	21	3	18	2	16	20	2	19	1	17
DoDEA ¹	19	7	12	5	7	19	6	13	5	7

See notes at end of table.

Table A-18. Percentage of fourth-grade public school students identified as students with disabilities and/or English learners excluded and assessed in NAEP reading when accommodations were permitted, by state/jurisdiction: Various years, 1998–2022—Continued

State/jurisdiction	2015					2017				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	24	2	22	9	14	25	2	23	10	13
Alabama	14	1	13	7	5	15	2	13	8	6
Alaska	27	1	26	8	17	27	1	25	12	13
Arizona	21	2	19	6	14	21	1	19	6	13
Arkansas	21	2	20	5	15	24	2	23	6	17
California	35	2	33	25	8	34	2	32	25	7
Colorado	24	2	22	12	10	24	2	23	13	9
Connecticut	19	2	17	3	14	22	2	20	6	14
Delaware	20	2	18	4	14	26	2	24	9	15
Florida	26	2	24	3	21	25	4	21	2	19
Georgia	20	4	16	4	11	18	2	16	5	11
Hawaii	16	2	14	5	10	15	2	13	7	6
Idaho	15	2	14	4	9	16	2	15	6	9
Illinois	22	1	21	6	15	24	1	23	8	15
Indiana	23	1	22	5	17	22	1	21	5	15
Iowa	20	1	19	3	16	20	1	19	3	15
Kansas	28	2	26	12	14	26	2	24	16	8
Kentucky	19	5	15	5	9	19	3	15	5	10
Louisiana	24	3	20	3	18	23	3	20	3	17
Maine	22	1	21	4	17	23	2	21	7	15
Maryland	21	4	17	3	14	22	3	19	5	15
Massachusetts	27	3	24	8	16	28	3	25	10	15
Michigan	19	3	16	7	9	20	3	17	11	6
Minnesota	23	2	21	12	9	22	2	20	14	5
Mississippi	14	1	13	5	8	16	1	15	6	9
Missouri	16	1	15	5	11	18	1	17	7	10
Montana	14	2	12	5	8	16	1	15	6	9
Nebraska	23	2	21	5	16	24	2	22	8	15
Nevada	33	2	31	15	16	27	2	25	19	7
New Hampshire	21	1	19	3	16	21	1	19	5	14
New Jersey	21	3	19	2	17	21	2	19	3	16
New Mexico	29	2	26	11	15	29	2	27	11	16
New York	25	2	23	1	22	24	2	22	3	18
North Carolina	19	2	18	6	11	20	2	18	7	11
North Dakota	15	2	13	4	10	15	2	14	6	7
Ohio	19	2	17	3	15	19	2	17	4	14
Oklahoma	24	3	21	8	13	25	2	23	9	14
Oregon	25	2	23	12	11	28	1	26	17	9
Pennsylvania	21	2	20	5	15	20	3	18	6	12
Rhode Island	20	2	18	4	14	21	2	19	4	14
South Carolina	21	1	20	9	11	22	1	21	14	7
South Dakota	19	3	16	7	10	18	2	16	10	6
Tennessee	20	3	17	4	13	18	2	16	5	11
Texas	34	4	30	13	18	37	4	33	14	19
Utah	16	1	15	6	8	21	2	19	12	8
Vermont	20	2	19	4	14	20	2	18	5	13
Virginia	18	2	17	6	11	21	2	18	8	11
Washington	24	2	23	11	12	25	2	23	14	9
West Virginia	21	2	19	8	11	22	1	21	12	8
Wisconsin	19	2	17	4	13	21	1	20	8	12
Wyoming	18	1	17	5	12	17	1	16	4	11
Other jurisdictions										
District of Columbia	19	2	17	2	15	22	3	19	4	15
DoDEA ¹	22	2	20	8	12	21	2	19	8	12

See notes at end of table.

Table A-18. Percentage of fourth-grade public school students identified as students with disabilities and/or English learners excluded and assessed in NAEP reading when accommodations were permitted, by state/jurisdiction: Various years, 1998–2022—Continued

State/jurisdiction	2019					2022				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	27	2	24	10	15	29	2	27	12	15
Alabama	19	1	18	8	10	21	1	20	8	11
Alaska	30	1	28	12	17	29	1	29	10	18
Arizona	20	1	19	7	11	22	1	20	9	11
Arkansas	24	2	23	5	18	26	2	24	4	20
California	34	3	31	23	8	35	2	33	25	8
Colorado	25	2	23	13	10	28	3	25	14	11
Connecticut	24	2	22	7	15	29	3	26	8	18
Delaware	31	2	30	12	18	33	1	32	14	18
Florida	30	2	27	3	25	29	2	26	4	23
Georgia	24	2	22	7	15	26	2	24	8	16
Hawaii	24	2	21	14	7	25	1	23	17	6
Idaho	20	1	18	8	10	22	2	20	10	10
Illinois	28	1	27	11	15	32	1	31	13	18
Indiana	27	2	25	5	21	27	1	26	6	20
Iowa	20	2	18	3	15	19	1	18	3	15
Kansas	25	2	23	12	11	29	1	28	18	10
Kentucky	22	3	19	5	14	24	3	21	5	16
Louisiana	22	2	20	3	18	23	2	20	2	18
Maine	25	2	23	5	19	25	1	24	7	16
Maryland	27	3	24	6	18	30	2	28	6	21
Massachusetts	31	3	29	10	19	31	2	28	12	16
Michigan	22	2	20	10	10	23	3	20	12	8
Minnesota	25	1	24	14	10	28	4	25	14	10
Mississippi	17	1	16	6	11	21	1	19	6	13
Missouri	21	1	19	8	12	20	1	19	7	13
Montana	19	2	17	8	9	18	1	17	6	11
Nebraska	23	2	22	8	14	25	1	23	9	14
Nevada	30	2	28	20	8	29	2	28	21	7
New Hampshire	22	1	21	6	15	24	1	22	6	16
New Jersey	25	2	23	3	20	26	3	23	4	19
New Mexico	34	1	32	14	18	35	1	34	19	15
New York	25	3	22	4	19	28	2	25	5	20
North Carolina	23	2	22	9	12	26	2	24	10	14
North Dakota	18	2	17	6	11	19	2	17	5	12
Ohio	20	2	17	2	15	20	2	18	3	15
Oklahoma	28	2	26	11	15	32	2	30	13	17
Oregon	24	1	23	12	11	26	2	24	14	10
Pennsylvania	23	3	20	6	14	24	2	22	7	15
Rhode Island	27	3	24	5	19	28	1	26	9	18
South Carolina	20	1	19	9	10	23	2	21	9	12
South Dakota	22	2	20	12	9	23	1	22	13	9
Tennessee	22	2	20	5	15	22	2	20	6	14
Texas	35	4	31	12	19	41	3	38	18	20
Utah	23	1	22	14	8	27	1	26	15	11
Vermont	23	1	21	5	16	23	1	22	6	16
Virginia	25	1	23	9	14	28	2	26	13	12
Washington	26	2	24	13	11	28	2	26	17	10
West Virginia	22	1	21	10	11	23	2	21	11	10
Wisconsin	21	2	19	8	12	23	1	22	10	12
Wyoming	20	1	19	4	14	22	2	20	5	14
Other jurisdictions										
District of Columbia	28	2	26	3	23	26	2	24	6	18
DoDEA ¹	24	2	22	7	14	26	2	24	6	18

— Not available.

Rounds to zero.

¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: In 2022, a new category of "full-time remote student who cannot be assessed" was included in the sample. This category was not included in the denominator when calculating the inclusion/exclusion rates presented in this table. Beginning with the 2017 assessment, NAEP reading results are from a digitally based assessment; prior to 2017, results were from a paper-and-pencil based assessment. 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, 1998–2022 Reading Assessments.

Table A-19. Percentage of eighth-grade public school students identified as students with disabilities and/or English learners excluded and assessed in NAEP reading when accommodations were not permitted, by state/jurisdiction: 1998

State/jurisdiction	1998		
	Identified	Excluded	Assessed
Nation (public)	14	6	7
Alabama	12	6	6
Arizona	17	7	11
Arkansas	12	7	5
California	23	8	15
Colorado	14	5	9
Connecticut	15	8	7
Delaware	14	6	8
Florida	17	5	12
Georgia	12	5	7
Hawaii	15	6	9
Illinois	12	6	6
Kansas	12	5	7
Kentucky	10	5	5
Louisiana	14	10	4
Maine	14	7	7
Maryland	12	7	5
Massachusetts	17	7	10
Minnesota	13	4	9
Mississippi	11	7	3
Missouri	13	6	6
Montana	11	3	8
Nevada	15	8	8
New Mexico	22	7	15
New York	16	10	6
North Carolina	14	9	5
Oklahoma	13	9	5
Oregon	14	4	11
Rhode Island	16	5	12
South Carolina	12	6	5
Tennessee	14	4	9
Texas	19	7	12
Utah	11	5	7
Virginia	13	7	6
Washington	13	4	8
West Virginia	14	8	6
Wisconsin	14	8	6
Wyoming	10	2	8
Other jurisdictions			
District of Columbia	14	9	5
DoDEA ¹	9	4	4

¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: Beginning with the 2017 assessment, NAEP reading results are from a digitally based assessment; prior to 2017, results were from a paper-and-pencil based assessment. Alaska, Idaho, Indiana, Iowa, Michigan, Nebraska, New Hampshire, New Jersey, North Dakota, Ohio, Pennsylvania, South Dakota, and Vermont did not participate in the 1998 NAEP reading assessment. 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), 1998 Reading Assessment.

Table A-20. Percentage of eighth-grade public school students identified as students with disabilities and/or English learners excluded and assessed in NAEP reading when accommodations were permitted, by state/jurisdiction: Various years, 1998–2022

State/jurisdiction	1998					2002				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	14	4	10	7	3	18	6	12	8	4
Alabama	12	6	6	5	#	14	2	12	11	1
Alaska	—	—	—	—	—	—	—	—	—	—
Arizona	17	5	12	10	1	21	5	16	14	2
Arkansas	12	5	6	5	1	15	5	10	9	2
California	23	4	19	17	2	26	4	23	21	2
Colorado	14	4	10	7	3	—	—	—	—	—
Connecticut	15	6	9	7	3	17	4	12	6	6
Delaware	14	2	13	10	2	15	6	9	2	6
Florida	17	5	12	9	3	21	6	15	8	8
Georgia	12	4	8	5	3	13	4	8	5	3
Hawaii	15	5	10	7	3	20	5	15	10	5
Idaho	—	—	—	—	—	14	4	10	8	2
Illinois	12	4	8	6	3	16	4	13	7	6
Indiana	—	—	—	—	—	14	4	11	7	3
Iowa	—	—	—	—	—	—	—	—	—	—
Kansas	12	4	8	6	2	16	5	11	6	5
Kentucky	10	3	6	4	3	12	7	5	4	1
Louisiana	14	5	9	4	5	16	10	6	3	3
Maine	14	5	9	6	3	17	4	13	8	6
Maryland	12	3	9	3	5	15	4	10	8	2
Massachusetts	17	4	12	8	5	20	6	14	6	8
Michigan	—	—	—	—	—	13	7	6	4	2
Minnesota	13	1	12	9	3	15	3	12	9	3
Mississippi	11	6	5	4	1	10	5	5	3	1
Missouri	13	4	9	6	3	15	8	8	4	4
Montana	11	4	8	6	1	13	4	9	7	2
Nebraska	—	—	—	—	—	17	7	10	7	2
Nevada	15	6	9	8	2	20	6	14	12	2
New Hampshire	—	—	—	—	—	—	—	—	—	—
New Jersey	—	—	—	—	—	—	—	—	—	—
New Mexico	22	8	14	10	4	31	8	23	17	5
New York	16	8	8	3	5	20	9	11	4	7
North Carolina	14	6	8	3	5	18	9	9	3	6
North Dakota	—	—	—	—	—	15	4	11	8	2
Ohio	—	—	—	—	—	12	7	5	4	1
Oklahoma	13	9	4	4	1	17	4	13	10	4
Oregon	14	4	10	6	4	18	5	13	10	3
Pennsylvania	—	—	—	—	—	15	3	12	4	8
Rhode Island	16	6	10	9	1	20	5	15	8	7
South Carolina	12	5	7	5	1	14	5	9	6	3
South Dakota	—	—	—	—	—	—	—	—	—	—
Tennessee	14	6	8	7	1	13	3	9	9	1
Texas	19	5	13	11	3	20	8	12	11	1
Utah	11	4	7	6	2	15	4	11	9	2
Vermont	—	—	—	—	—	18	5	13	8	6
Virginia	13	5	8	4	3	17	8	9	5	4
Washington	13	4	9	6	3	14	4	10	6	5
West Virginia	14	7	7	4	2	16	10	7	4	2
Wisconsin	14	5	9	5	4	16	7	9	4	5
Wyoming	10	2	8	7	1	14	3	11	6	6
Other jurisdictions										
District of Columbia	14	5	9	6	3	21	7	13	5	8
DoDEA ¹	9	1	7	5	2	11	2	9	6	3

See notes at end of table.

Table A-20. Percentage of eighth-grade public school students identified as students with disabilities and/or English learners excluded and assessed in NAEP reading when accommodations were permitted, by state/jurisdiction: Various years, 1998–2022—Continued

State/jurisdiction	2003					2005				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	19	5	13	8	5	19	5	13	7	6
Alabama	14	3	11	9	2	14	2	12	10	2
Alaska	25	2	23	15	7	25	2	23	14	9
Arizona	25	6	19	15	3	23	4	18	11	8
Arkansas	16	5	11	7	4	15	6	9	5	4
California	29	4	25	22	3	28	3	25	21	4
Colorado	15	3	11	6	6	15	4	12	4	8
Connecticut	16	4	12	5	7	17	3	13	4	9
Delaware	17	9	8	3	5	17	11	6	4	2
Florida	23	6	17	6	12	20	5	15	3	12
Georgia	12	3	9	5	5	14	5	9	4	5
Hawaii	21	5	16	9	7	19	4	15	7	8
Idaho	17	4	13	12	1	15	3	12	9	4
Illinois	17	5	11	5	7	17	5	12	4	8
Indiana	16	4	12	7	5	16	4	12	4	8
Iowa	17	5	12	5	7	17	4	13	6	7
Kansas	16	4	12	3	9	15	4	11	4	7
Kentucky	14	7	7	5	1	13	7	6	3	3
Louisiana	15	6	9	3	6	16	8	8	2	7
Maine	17	5	12	6	6	20	7	13	5	8
Maryland	15	3	12	7	5	13	4	8	4	5
Massachusetts	18	4	14	5	9	20	7	13	3	10
Michigan	13	6	7	4	3	15	6	9	5	4
Minnesota	17	3	14	8	5	17	3	14	8	7
Mississippi	9	5	4	3	1	10	4	6	3	2
Missouri	17	8	8	3	5	16	8	8	3	5
Montana	16	5	11	6	5	17	5	12	5	7
Nebraska	18	5	13	8	4	16	4	13	5	7
Nevada	18	4	14	9	5	22	4	18	12	6
New Hampshire	19	3	16	6	9	20	2	17	7	10
New Jersey	18	3	15	3	12	18	5	13	3	10
New Mexico	31	8	23	14	9	27	8	20	13	7
New York	19	7	12	3	9	17	6	11	2	9
North Carolina	18	7	11	3	8	18	4	14	3	11
North Dakota	16	4	11	8	4	17	7	10	5	5
Ohio	13	6	7	3	4	14	7	7	2	5
Oklahoma	18	4	14	9	5	19	5	14	7	7
Oregon	20	6	14	11	4	19	4	14	8	6
Pennsylvania	16	2	14	4	10	16	3	13	3	10
Rhode Island	24	4	19	8	12	23	4	19	8	11
South Carolina	15	8	7	4	3	14	7	7	4	3
South Dakota	13	3	9	6	4	13	3	9	5	4
Tennessee	15	3	12	11	1	13	7	6	4	2
Texas	20	8	12	11	1	20	7	13	10	3
Utah	16	3	12	8	4	17	5	13	7	6
Vermont	18	4	13	7	6	20	4	15	7	9
Virginia	17	9	8	4	4	17	7	10	5	4
Washington	16	4	13	9	4	17	4	12	6	6
West Virginia	18	9	9	4	4	18	6	11	7	5
Wisconsin	16	5	11	3	8	17	6	11	3	8
Wyoming	16	2	13	6	8	17	3	14	6	8
Other jurisdictions										
District of Columbia	20	8	12	4	8	19	8	11	3	9
DoDEA ¹	11	2	10	3	6	11	3	9	4	5

See notes at end of table.

Table A-20. Percentage of eighth-grade public school students identified as students with disabilities and/or English learners excluded and assessed in NAEP reading when accommodations were permitted, by state/jurisdiction: Various years, 1998–2022—Continued

State/jurisdiction	2007					2009				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	19	5	13	7	7	18	4	14	6	8
Alabama	14	4	10	8	2	11	2	10	7	3
Alaska	26	2	24	12	12	21	2	19	5	14
Arizona	19	5	14	9	4	16	3	13	5	8
Arkansas	16	6	10	5	5	16	2	14	3	11
California	29	3	26	22	4	25	2	23	18	6
Colorado	16	3	12	4	8	17	3	13	5	9
Connecticut	17	3	14	4	10	16	3	13	3	9
Delaware	18	7	11	4	7	17	5	12	1	11
Florida	19	5	14	2	12	19	4	15	1	13
Georgia	13	7	6	3	3	13	4	9	3	6
Hawaii	20	3	17	7	10	18	2	16	6	10
Idaho	16	3	12	8	5	12	2	10	4	6
Illinois	17	5	12	3	9	16	4	13	3	10
Indiana	17	5	12	3	9	16	5	11	3	8
Iowa	18	5	13	3	10	16	4	12	3	9
Kansas	16	5	11	5	6	17	5	12	5	7
Kentucky	14	8	6	2	4	13	7	6	2	4
Louisiana	14	3	12	2	10	16	2	14	2	12
Maine	18	6	12	3	8	19	4	15	4	11
Maryland	14	8	6	1	5	14	9	6	1	4
Massachusetts	21	7	14	4	10	21	5	16	4	12
Michigan	17	6	11	3	8	15	4	11	3	8
Minnesota	17	4	13	6	7	17	3	14	6	8
Mississippi	9	3	6	2	5	10	2	8	2	6
Missouri	15	3	11	4	8	14	3	10	3	8
Montana	16	4	12	4	7	14	4	10	4	7
Nebraska	15	4	11	5	6	17	6	11	4	7
Nevada	19	6	14	9	4	17	3	14	5	9
New Hampshire	19	4	15	5	10	21	4	18	5	12
New Jersey	18	7	11	2	9	18	7	11	1	10
New Mexico	29	9	20	15	5	21	6	16	9	7
New York	18	6	11	1	10	20	7	13	1	12
North Carolina	18	4	15	3	12	17	2	15	3	12
North Dakota	15	9	6	3	3	16	8	8	4	4
Ohio	18	9	9	2	7	15	7	9	2	7
Oklahoma	18	7	11	6	6	18	5	13	5	8
Oregon	18	3	15	9	6	18	3	15	8	7
Pennsylvania	19	5	13	4	10	19	3	16	3	12
Rhode Island	21	4	18	6	12	21	3	18	5	13
South Carolina	16	7	9	4	4	16	6	10	5	5
South Dakota	12	6	6	3	4	12	4	7	4	4
Tennessee	14	8	6	4	2	12	7	5	2	3
Texas	19	7	12	8	4	17	5	12	8	4
Utah	17	5	13	8	5	14	5	9	5	5
Vermont	21	5	16	6	10	21	3	18	6	11
Virginia	18	8	10	4	5	17	4	13	4	8
Washington	16	5	11	5	6	14	3	11	4	7
West Virginia	16	2	14	8	6	15	2	13	6	7
Wisconsin	18	7	11	3	9	18	5	13	3	10
Wyoming	16	4	13	5	8	15	3	12	3	9
Other jurisdictions										
District of Columbia	21	13	8	3	5	20	12	8	2	6
DoDEA ¹	11	3	7	2	5	13	4	9	3	6

See notes at end of table.

Table A-20. Percentage of eighth-grade public school students identified as students with disabilities and/or English learners excluded and assessed in NAEP reading when accommodations were permitted, by state/jurisdiction: Various years, 1998–2022—Continued

State/jurisdiction	2011					2013				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	18	3	14	5	9	17	2	15	4	11
Alabama	12	2	10	6	4	11	1	10	5	5
Alaska	21	2	20	4	16	23	1	22	3	18
Arizona	12	1	11	2	8	13	1	12	2	10
Arkansas	16	1	14	3	11	19	2	17	3	13
California	23	2	21	15	6	19	3	17	10	7
Colorado	16	2	14	4	10	18	1	16	6	11
Connecticut	16	2	14	2	12	18	2	16	2	14
Delaware	16	5	11	2	9	17	3	14	1	12
Florida	19	2	16	1	15	18	2	16	1	15
Georgia	12	4	8	1	6	13	4	10	1	8
Hawaii	20	2	18	8	10	21	2	19	7	12
Idaho	12	2	10	4	6	12	2	10	2	8
Illinois	17	2	15	3	12	17	1	15	2	13
Indiana	17	2	15	2	13	18	2	16	2	14
Iowa	17	1	16	3	14	15	1	14	2	12
Kansas	18	2	16	7	8	19	2	18	6	12
Kentucky	13	7	6	1	4	13	3	10	1	8
Louisiana	15	1	14	1	13	16	1	15	1	14
Maine	20	2	18	4	14	20	2	18	3	15
Maryland	14	8	5	1	4	16	9	6	1	5
Massachusetts	22	6	16	3	12	22	2	20	5	15
Michigan	14	5	10	3	7	16	4	12	3	10
Minnesota	17	3	14	7	7	18	2	16	7	8
Mississippi	8	1	7	2	6	9	1	9	2	7
Missouri	14	1	12	2	11	13	1	12	2	11
Montana	13	4	9	3	6	13	2	11	3	8
Nebraska	16	5	12	4	7	16	3	13	3	10
Nevada	18	2	16	7	9	16	1	15	4	11
New Hampshire	20	4	16	4	12	20	3	17	3	14
New Jersey	19	7	12	1	11	18	3	16	1	15
New Mexico	22	6	16	10	6	24	2	22	12	10
New York	20	3	17	#	17	22	1	21	1	20
North Carolina	18	2	16	4	12	18	2	16	4	12
North Dakota	16	8	8	2	6	16	4	11	2	10
Ohio	16	6	10	2	9	16	2	14	1	13
Oklahoma	18	4	14	4	9	19	1	17	5	12
Oregon	18	2	15	7	9	16	1	15	4	11
Pennsylvania	17	3	14	2	13	19	2	17	2	15
Rhode Island	19	1	18	4	14	19	1	18	3	15
South Carolina	15	5	10	6	4	15	2	13	6	7
South Dakota	13	3	9	4	6	13	3	10	4	6
Tennessee	13	6	7	2	5	12	3	9	1	8
Texas	18	6	12	9	3	18	4	14	4	10
Utah	14	4	10	4	6	14	3	11	3	8
Vermont	20	3	17	4	13	18	1	17	2	15
Virginia	18	4	14	6	8	17	1	15	5	11
Washington	16	2	14	5	9	16	2	14	4	10
West Virginia	14	1	13	5	7	13	2	11	4	8
Wisconsin	18	2	16	2	14	18	2	17	2	14
Wyoming	14	2	12	2	11	16	1	14	2	12
Other jurisdictions										
District of Columbia	21	3	19	2	16	23	2	21	1	20
DoDEA ¹	14	3	11	3	8	14	4	10	3	7

See notes at end of table.

Table A-20. Percentage of eighth-grade public school students identified as students with disabilities and/or English learners excluded and assessed in NAEP reading when accommodations were permitted, by state/jurisdiction: Various years, 1998–2022—Continued

State/jurisdiction	2015					2017				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	19	2	17	5	12	20	2	17	6	11
Alabama	11	1	10	5	5	13	2	11	7	4
Alaska	23	2	22	5	17	23	1	22	8	14
Arizona	14	2	13	3	10	14	1	13	4	9
Arkansas	19	2	17	4	13	21	2	19	7	12
California	22	2	20	12	8	23	2	20	14	6
Colorado	21	2	19	7	12	20	2	18	9	9
Connecticut	19	2	17	3	13	20	2	17	5	12
Delaware	19	2	17	3	14	19	2	18	4	13
Florida	20	3	16	1	16	21	2	19	2	17
Georgia	15	3	11	1	10	15	3	12	2	10
Hawaii	17	2	15	6	10	16	2	14	8	6
Idaho	13	2	11	3	9	13	2	11	4	7
Illinois	17	1	16	3	12	18	2	16	3	13
Indiana	19	1	18	3	14	19	2	17	4	14
Iowa	16	1	15	2	13	16	1	15	2	13
Kansas	22	1	21	11	10	23	2	21	14	7
Kentucky	14	3	11	1	10	15	2	12	2	11
Louisiana	19	2	17	1	16	21	3	18	2	16
Maine	21	2	19	3	15	21	2	19	5	14
Maryland	18	5	13	1	12	17	3	15	2	13
Massachusetts	24	2	22	5	16	24	2	22	7	15
Michigan	16	2	14	4	10	19	2	16	7	9
Minnesota	19	2	17	8	9	19	2	17	11	6
Mississippi	11	1	10	2	8	12	1	11	3	8
Missouri	15	1	13	2	11	15	2	14	5	8
Montana	13	2	12	4	8	15	1	13	6	7
Nebraska	17	2	14	3	11	18	3	16	4	11
Nevada	23	2	21	12	9	22	1	21	16	5
New Hampshire	19	1	18	3	15	19	1	18	6	11
New Jersey	20	2	18	1	18	20	2	18	2	16
New Mexico	24	2	22	11	11	24	2	22	10	12
New York	22	2	20	1	19	23	2	21	2	19
North Carolina	18	2	17	4	13	17	2	15	5	10
North Dakota	16	3	14	2	12	16	2	15	6	8
Ohio	19	2	17	1	15	18	2	16	1	15
Oklahoma	20	2	19	6	13	20	2	19	8	11
Oregon	17	2	15	4	11	18	2	16	8	8
Pennsylvania	19	2	17	3	14	19	2	17	4	13
Rhode Island	20	2	18	3	15	21	2	19	4	15
South Carolina	17	2	15	6	9	20	2	18	12	6
South Dakota	14	2	12	5	8	15	3	13	8	5
Tennessee	16	3	13	1	12	17	3	14	4	10
Texas	21	2	19	7	12	23	3	21	9	12
Utah	13	1	12	3	9	15	1	13	4	9
Vermont	20	1	19	3	16	21	2	20	6	14
Virginia	18	2	16	5	11	17	2	15	7	8
Washington	18	2	16	5	11	18	2	16	7	9
West Virginia	15	2	13	3	10	16	2	14	6	8
Wisconsin	17	2	15	2	13	17	1	16	5	11
Wyoming	16	1	15	2	13	15	1	14	3	11
Other jurisdictions										
District of Columbia	25	3	21	2	20	24	3	21	3	18
DoDEA ¹	15	1	14	4	10	15	1	14	4	10

See notes at end of table.

Table A-20. Percentage of eighth-grade public school students identified as students with disabilities and/or English learners excluded and assessed in NAEP reading when accommodations were permitted, by state/jurisdiction: Various years, 1998–2022—Continued

State/jurisdiction	2019					2022				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	21	2	19	6	13	24	2	22	8	14
Alabama	13	2	11	6	6	17	1	16	7	9
Alaska	24	1	23	8	15	26	#	26	11	15
Arizona	19	2	17	6	11	19	2	17	8	9
Arkansas	21	2	19	3	16	23	2	22	3	18
California	24	2	22	14	8	27	2	24	17	8
Colorado	18	1	17	7	10	21	2	19	9	11
Connecticut	21	2	19	6	13	23	2	22	5	16
Delaware	21	2	19	5	14	27	1	25	7	19
Florida	24	3	21	2	19	26	2	24	2	22
Georgia	17	3	14	2	12	22	2	20	3	17
Hawaii	16	1	15	10	5	22	2	21	16	5
Idaho	15	1	14	5	9	18	2	16	5	11
Illinois	19	1	18	4	15	25	1	23	8	15
Indiana	21	2	19	3	16	21	1	21	5	16
Iowa	18	1	17	3	15	20	1	19	3	16
Kansas	21	2	19	10	9	20	1	19	9	10
Kentucky	16	2	14	2	12	19	2	17	2	15
Louisiana	20	3	17	2	15	23	3	20	1	18
Maine	22	2	20	5	16	25	1	23	5	18
Maryland	19	3	16	1	14	22	2	21	2	18
Massachusetts	24	3	21	6	15	26	3	23	6	17
Michigan	19	3	16	6	11	19	2	18	7	11
Minnesota	20	2	18	9	9	20	2	19	10	9
Mississippi	13	1	12	3	10	17	1	16	3	13
Missouri	15	1	14	4	10	18	1	17	6	11
Montana	16	1	15	5	9	17	1	17	5	12
Nebraska	18	1	17	4	13	19	1	18	6	11
Nevada	22	1	21	15	6	20	1	19	14	5
New Hampshire	21	1	20	7	14	22	1	21	8	13
New Jersey	21	2	19	2	17	23	2	21	1	19
New Mexico	25	3	23	9	14	33	2	32	19	13
New York	24	2	22	2	20	24	2	22	1	21
North Carolina	17	1	16	4	11	20	2	18	6	12
North Dakota	15	1	14	4	10	17	2	16	4	12
Ohio	19	2	17	2	15	19	1	17	1	16
Oklahoma	20	2	18	6	12	25	2	23	10	13
Oregon	20	1	18	8	10	21	1	20	9	11
Pennsylvania	22	2	19	5	15	23	2	21	4	17
Rhode Island	22	2	20	5	15	25	2	24	6	17
South Carolina	20	1	18	10	9	19	1	18	7	11
South Dakota	15	2	14	8	6	17	2	16	10	6
Tennessee	15	2	13	3	10	17	3	15	3	12
Texas	27	2	25	12	13	34	2	32	17	15
Utah	18	1	17	5	11	23	1	21	8	13
Vermont	21	1	19	4	15	23	2	22	6	16
Virginia	19	2	17	6	11	20	2	17	7	10
Washington	20	2	18	9	10	21	2	19	10	9
West Virginia	17	1	15	7	9	20	2	18	8	10
Wisconsin	17	2	15	4	11	18	1	17	5	12
Wyoming	16	2	14	3	12	16	2	15	2	13
Other jurisdictions										
District of Columbia	25	2	23	1	22	18	2	16	4	13
DoDEA ¹	17	1	15	4	11	18	2	16	4	13

— Not available.

Rounds to zero.

¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: In 2022, a new category of "full-time remote student who cannot be assessed" was included in the sample. This category was not included in the denominator when calculating the inclusion/exclusion rates presented in this table. Beginning with the 2017 assessment, NAEP reading results are from a digitally based assessment; prior to 2017, results were from a paper-and-pencil based assessment. 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, 1998–2022 Reading Assessments.

Table A-21. Percentage of fourth-grade public school students identified as students with disabilities excluded and assessed in NAEP reading when accommodations were not permitted, by state/jurisdiction: 1992, 1994, and 1998

State/jurisdiction	1992			1994			1998		
	Identified	Excluded	Assessed	Identified	Excluded	Assessed	Identified	Excluded	Assessed
Nation (public)	8	5	3	11	5	6	12	7	5
Alabama	10	5	4	11	5	5	12	7	5
Alaska	—	—	—	—	—	—	—	—	—
Arizona	8	5	3	10	4	6	10	5	5
Arkansas	11	5	5	12	6	6	10	4	6
California	8	4	4	9	4	4	6	3	3
Colorado	8	5	3	11	6	5	10	5	5
Connecticut	11	4	7	13	6	8	14	10	4
Delaware	11	5	6	14	6	9	14	7	8
Florida	13	7	6	17	9	9	14	8	6
Georgia	8	5	3	9	5	5	10	6	3
Hawaii	9	4	5	8	4	4	10	4	6
Idaho	8	3	4	10	4	6	—	—	—
Illinois	—	—	—	—	—	—	10	7	3
Indiana	7	4	3	11	5	6	—	—	—
Iowa	9	4	5	10	4	6	14	8	7
Kansas	—	—	—	—	—	—	11	5	6
Kentucky	7	4	4	8	4	4	13	9	4
Louisiana	7	4	3	11	6	5	15	12	3
Maine	11	5	6	16	10	6	13	8	6
Maryland	12	6	6	14	7	7	12	9	2
Massachusetts	14	6	8	14	5	9	16	7	9
Michigan	6	4	2	9	6	3	9	6	2
Minnesota	8	4	4	10	4	7	12	3	9
Mississippi	7	5	2	9	6	3	7	4	3
Missouri	11	4	6	12	5	7	14	7	6
Montana	—	—	—	10	3	7	9	4	5
Nebraska	13	4	9	15	4	11	—	—	—
Nevada	—	—	—	—	—	—	10	6	4
New Hampshire	11	4	7	15	6	9	14	5	9
New Jersey	7	3	3	9	4	5	—	—	—
New Mexico	10	6	4	14	6	8	14	9	5
New York	8	4	4	10	6	4	9	7	3
North Carolina	11	4	7	13	5	9	13	9	4
North Dakota	10	2	8	9	2	7	—	—	—
Ohio	9	6	3	—	—	—	—	—	—
Oklahoma	11	8	3	—	—	—	12	9	4
Oregon	—	—	—	—	—	—	14	6	8
Pennsylvania	7	3	4	10	5	4	—	—	—
Rhode Island	10	4	6	12	4	8	14	6	9
South Carolina	11	6	5	13	6	6	16	11	5
Tennessee	11	5	7	12	6	6	12	4	8
Texas	9	5	4	13	7	6	14	7	7
Utah	9	4	5	11	5	6	10	3	6
Vermont	—	—	—	—	—	—	—	—	—
Virginia	11	6	5	12	6	6	12	7	5
Washington	—	—	—	11	4	7	11	4	7
West Virginia	8	5	3	12	7	5	12	9	3
Wisconsin	9	6	4	11	7	4	13	9	5
Wyoming	10	4	6	11	4	7	13	4	9
Other jurisdictions									
District of Columbia	9	7	2	7	5	1	10	9	1
DoDEA ¹	—	—	—	—	—	—	7	4	3

— Not available.

¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: Beginning with the 2017 assessment, NAEP reading results are from a digitally based assessment; prior to 2017, results were from a paper-and-pencil based assessment. Alaska, South Dakota, and Vermont did not participate in NAEP reading assessments from 1992 to 1998. 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), 1992, 1994, and 1998 Reading Assessments.

Table A-22. Percentage of fourth-grade public school students identified as students with disabilities and assessed in NAEP reading when accommodations were permitted, by state/jurisdiction: Various years, 1998–2022

State/jurisdiction	1998						2002					
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations		Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	
Nation (public)	11	5	7	4	3		13	5	8	4	4	
Alabama	13	8	4	3	1		13	2	11	8	2	
Alaska	—	—	—	—	—		—	—	—	—	—	
Arizona	10	5	5	4	1		11	5	7	5	2	
Arkansas	10	4	6	4	2		12	4	7	5	2	
California	6	3	2	2	1		7	3	4	3	1	
Colorado	10	3	8	4	3		—	—	—	—	—	
Connecticut	14	7	7	4	3		13	4	9	4	6	
Delaware	14	1	12	9	4		15	7	8	3	5	
Florida	14	5	9	5	4		17	5	13	6	7	
Georgia	9	4	6	3	3		10	3	7	4	3	
Hawaii	10	4	7	5	1		12	4	8	3	4	
Idaho	—	—	—	—	—		13	4	9	7	2	
Illinois	10	3	6	4	2		13	4	9	4	5	
Indiana	—	—	—	—	—		12	4	8	6	2	
Iowa	14	5	9	6	3		15	7	8	3	5	
Kansas	9	3	6	3	3		14	4	10	4	5	
Kentucky	12	7	5	3	2		11	8	4	2	1	
Louisiana	14	7	7	2	5		19	10	8	3	5	
Maine	15	7	7	4	3		16	6	10	5	6	
Maryland	11	5	6	2	4		12	6	6	4	2	
Massachusetts	16	4	12	7	5		16	4	12	3	9	
Michigan	9	5	3	2	1		11	7	4	3	1	
Minnesota	12	3	9	6	3		13	4	10	6	3	
Mississippi	7	4	3	2	#		7	4	3	2	1	
Missouri	14	6	7	3	4		15	8	7	4	3	
Montana	10	2	7	5	2		13	5	8	4	4	
Nebraska	—	—	—	—	—		18	4	13	7	6	
Nevada	10	6	4	4	1		12	5	7	5	2	
New Hampshire	13	3	10	5	5		—	—	—	—	—	
New Jersey	—	—	—	—	—		—	—	—	—	—	
New Mexico	14	7	7	5	2		15	7	9	6	3	
New York	9	4	5	1	4		14	6	8	2	5	
North Carolina	14	6	8	2	6		17	10	6	3	4	
North Dakota	—	—	—	—	—		16	5	11	8	3	
Ohio	—	—	—	—	—		13	8	5	3	2	
Oklahoma	13	9	5	3	1		17	5	13	8	5	
Oregon	14	4	10	6	4		16	5	10	7	3	
Pennsylvania	—	—	—	—	—		13	4	9	4	5	
Rhode Island	14	5	10	6	3		19	3	15	6	10	
South Carolina	15	7	8	5	3		16	4	11	8	3	
South Dakota	—	—	—	—	—		—	—	—	—	—	
Tennessee	12	3	9	7	2		11	3	8	6	1	
Texas	14	7	8	5	2		14	8	6	5	2	
Utah	10	4	6	4	1		12	4	7	5	3	
Vermont	—	—	—	—	—		13	5	9	3	6	
Virginia	14	6	8	4	4		14	8	6	3	3	
Washington	11	4	8	5	3		13	4	9	6	4	
West Virginia	12	8	4	2	1		15	10	5	3	2	
Wisconsin	13	7	6	4	2		13	6	8	3	4	
Wyoming	13	3	10	6	4		14	2	12	5	7	
Other jurisdictions												
District of Columbia	10	6	4	2	2		14	7	7	3	4	
DoDEA ¹	6	3	4	2	1		10	3	7	4	4	

See notes at end of table.

Table A-22. Percentage of fourth-grade public school students identified as students with disabilities and assessed in NAEP reading when accommodations were permitted, by state/jurisdiction: Various years, 1998–2022—Continued

State/jurisdiction	2003					2005				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	14	5	9	4	5	14	5	9	4	5
Alabama	12	2	10	7	3	12	2	10	7	3
Alaska	16	2	14	7	7	15	3	12	5	8
Arizona	11	5	6	4	2	12	4	8	3	4
Arkansas	13	5	8	5	3	13	6	7	4	3
California	10	3	8	6	2	9	3	7	4	2
Colorado	11	2	9	3	6	12	3	9	2	7
Connecticut	12	4	9	3	6	12	3	9	2	7
Delaware	17	10	6	3	3	17	12	5	2	2
Florida	16	3	13	4	9	19	5	14	4	10
Georgia	13	3	10	5	5	13	5	8	5	3
Hawaii	11	3	9	3	5	10	2	8	2	6
Idaho	12	3	10	7	3	10	3	7	5	2
Illinois	16	5	10	4	7	13	5	8	3	5
Indiana	13	4	10	5	4	16	4	12	5	7
Iowa	15	7	8	2	5	15	5	10	2	8
Kansas	13	2	11	3	8	13	3	10	3	6
Kentucky	14	8	6	4	1	14	8	6	3	3
Louisiana	20	6	14	3	12	23	14	9	2	7
Maine	18	7	11	4	7	18	6	11	5	7
Maryland	13	6	7	4	3	13	5	8	3	4
Massachusetts	17	3	15	2	12	20	7	13	3	10
Michigan	11	6	5	2	3	14	7	7	3	4
Minnesota	13	3	11	6	5	14	3	11	5	6
Mississippi	10	6	4	3	1	12	4	8	6	2
Missouri	16	7	9	4	5	15	7	8	4	4
Montana	14	5	9	4	5	13	5	8	2	6
Nebraska	17	4	13	7	6	17	5	12	6	7
Nevada	13	5	8	5	4	12	5	6	3	3
New Hampshire	17	3	14	4	10	19	3	15	4	11
New Jersey	13	3	10	1	8	15	4	11	2	8
New Mexico	18	4	14	7	7	14	6	8	4	5
New York	14	5	9	1	7	15	4	10	1	10
North Carolina	17	6	10	3	7	17	3	13	3	10
North Dakota	15	4	11	7	4	15	5	9	5	4
Ohio	12	6	7	2	5	13	8	5	1	4
Oklahoma	17	5	11	7	5	18	5	12	5	7
Oregon	17	7	10	6	4	15	5	11	6	4
Pennsylvania	14	3	11	2	8	15	4	11	4	7
Rhode Island	19	3	16	5	11	20	2	17	6	11
South Carolina	16	7	9	7	2	15	6	9	7	3
South Dakota	14	4	10	6	4	15	4	10	6	4
Tennessee	14	4	10	8	2	11	7	4	2	2
Texas	14	7	7	6	1	14	7	7	5	2
Utah	13	3	10	5	5	13	4	9	4	5
Vermont	17	6	11	3	7	15	5	10	4	6
Virginia	14	8	6	3	3	15	10	6	3	2
Washington	14	4	9	5	4	13	3	10	4	6
West Virginia	15	9	6	3	2	17	5	12	8	4
Wisconsin	14	4	9	2	7	14	4	9	2	7
Wyoming	15	2	13	4	10	16	2	14	4	11
Other jurisdictions										
District of Columbia	13	5	8	2	6	15	7	9	2	7
DoDEA ¹	9	2	7	3	5	11	3	7	3	4

See notes at end of table.

Table A-22. Percentage of fourth-grade public school students identified as students with disabilities and assessed in NAEP reading when accommodations were permitted, by state/jurisdiction: Various years, 1998–2022—Continued

State/jurisdiction	2007					2009				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	14	5	9	3	6	13	4	10	3	7
Alabama	12	3	9	6	3	10	1	9	6	3
Alaska	15	3	12	4	8	17	3	14	3	11
Arizona	11	4	8	3	4	13	3	10	5	5
Arkansas	13	6	7	3	4	12	1	11	3	8
California	10	3	8	5	3	10	3	7	3	4
Colorado	11	3	8	2	7	11	3	9	2	7
Connecticut	14	2	11	3	9	13	3	10	1	9
Delaware	18	10	8	3	5	15	7	8	2	6
Florida	16	4	12	1	11	17	3	14	4	10
Georgia	13	8	5	3	2	10	4	7	3	4
Hawaii	10	2	8	2	6	10	1	9	1	8
Idaho	11	3	8	4	5	10	3	8	3	4
Illinois	15	5	10	4	6	15	3	12	3	9
Indiana	16	4	12	6	7	16	4	11	5	6
Iowa	13	4	9	2	7	14	4	10	2	8
Kansas	12	5	7	3	4	14	5	9	3	7
Kentucky	15	7	8	5	3	15	7	8	4	3
Louisiana	19	4	15	4	11	20	2	18	3	14
Maine	19	6	13	4	9	18	4	14	3	11
Maryland	13	7	6	3	4	14	9	5	2	4
Massachusetts	18	5	13	3	10	19	5	14	3	11
Michigan	14	4	9	4	5	14	4	10	3	7
Minnesota	14	3	10	5	6	14	2	12	5	7
Mississippi	11	2	8	4	4	10	1	8	4	5
Missouri	16	3	12	5	8	14	3	11	4	7
Montana	12	4	8	2	6	12	4	8	3	6
Nebraska	16	5	11	5	7	18	4	14	6	7
Nevada	13	5	8	4	4	12	3	9	3	5
New Hampshire	18	4	14	3	12	18	3	15	2	13
New Jersey	14	5	8	1	7	16	7	8	2	7
New Mexico	14	7	7	3	4	13	4	8	3	5
New York	15	4	11	1	10	16	4	12	1	11
North Carolina	15	2	13	3	10	15	2	13	3	9
North Dakota	15	8	7	4	3	16	7	9	5	5
Ohio	15	7	7	2	6	14	6	8	2	6
Oklahoma	15	7	9	4	5	15	7	8	3	5
Oregon	15	4	11	5	6	16	3	12	5	8
Pennsylvania	16	5	11	4	8	15	3	13	3	9
Rhode Island	19	3	16	5	11	17	3	14	3	12
South Carolina	14	4	11	5	5	14	4	10	5	5
South Dakota	15	6	10	6	4	15	6	9	6	3
Tennessee	16	10	6	4	2	14	8	5	3	2
Texas	13	7	6	3	3	10	5	5	2	3
Utah	12	5	7	3	4	12	5	7	4	3
Vermont	18	6	12	4	8	19	3	15	3	12
Virginia	15	7	8	3	4	14	4	10	4	7
Washington	15	4	11	6	5	12	3	9	4	5
West Virginia	17	2	15	9	7	17	2	15	8	7
Wisconsin	14	4	9	3	6	15	4	11	3	9
Wyoming	16	4	12	4	8	16	2	14	4	10
Other jurisdictions										
District of Columbia	15	11	4	1	3	14	9	4	1	3
DoDEA ¹	10	3	7	3	4	12	4	8	3	5

See notes at end of table.

Table A-22. Percentage of fourth-grade public school students identified as students with disabilities and assessed in NAEP reading when accommodations were permitted, by state/jurisdiction: Various years, 1998–2022—Continued

State/jurisdiction	2011						2013					
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations		Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	
Nation (public)	13	3	10	3	7		14	2	12	2	9	
Alabama	10	2	8	5	3		10	1	9	4	5	
Alaska	16	1	15	3	12		16	1	14	3	12	
Arizona	12	1	10	3	8		10	1	10	2	8	
Arkansas	13	1	11	2	9		14	1	13	2	11	
California	10	2	8	3	5		10	2	7	2	6	
Colorado	11	1	10	2	8		10	1	9	1	8	
Connecticut	14	1	12	1	11		14	1	13	1	12	
Delaware	16	6	10	3	7		16	4	12	2	10	
Florida	16	2	14	3	11		16	2	14	2	11	
Georgia	12	5	7	3	4		12	4	8	2	6	
Hawaii	10	1	8	1	7		10	1	9	1	7	
Idaho	11	2	9	3	6		11	1	10	2	8	
Illinois	14	1	13	4	9		14	1	13	3	10	
Indiana	16	1	15	5	10		17	2	15	2	12	
Iowa	15	1	14	2	12		13	1	12	1	11	
Kansas	14	2	12	4	8		15	2	14	3	10	
Kentucky	15	8	7	4	3		13	3	11	2	8	
Louisiana	20	1	19	3	16		20	1	19	2	17	
Maine	17	2	16	2	14		20	2	18	2	17	
Maryland	14	8	6	1	4		14	9	5	1	4	
Massachusetts	18	5	13	1	12		19	2	17	2	15	
Michigan	13	3	10	3	7		13	3	10	2	8	
Minnesota	15	1	13	5	8		14	2	12	5	7	
Mississippi	9	1	9	4	5		10	1	10	4	6	
Missouri	13	2	12	4	8		14	1	13	3	9	
Montana	12	4	8	3	5		12	3	9	3	7	
Nebraska	17	3	13	5	8		17	3	13	3	10	
Nevada	11	1	10	3	7		13	1	11	2	9	
New Hampshire	17	3	14	2	13		16	2	14	1	12	
New Jersey	17	8	9	1	7		16	1	15	2	13	
New Mexico	13	4	10	3	7		14	1	13	3	10	
New York	16	2	14	1	13		17	1	16	1	15	
North Carolina	15	2	13	3	10		15	2	14	3	11	
North Dakota	15	6	9	3	6		14	4	10	2	8	
Ohio	14	5	9	2	7		15	2	12	2	11	
Oklahoma	15	4	11	4	8		17	2	16	4	12	
Oregon	15	2	13	5	8		16	2	13	4	9	
Pennsylvania	15	2	13	3	10		16	2	14	3	11	
Rhode Island	14	2	12	1	11		14	1	13	1	12	
South Carolina	14	2	11	5	7		14	2	13	4	9	
South Dakota	16	3	13	7	6		16	2	14	6	8	
Tennessee	14	7	7	3	4		14	3	12	2	10	
Texas	10	6	5	2	3		12	3	8	2	6	
Utah	13	4	10	4	6		13	3	10	3	7	
Vermont	17	2	15	2	13		17	1	16	2	14	
Virginia	13	2	11	3	7		14	1	13	3	10	
Washington	14	2	11	4	7		14	2	12	3	8	
West Virginia	17	2	16	8	8		18	2	17	8	9	
Wisconsin	14	2	13	2	11		15	1	13	2	11	
Wyoming	16	2	14	3	11		15	1	14	3	12	
Other jurisdictions												
District of Columbia	15	3	13	1	12		15	1	14	#	14	
DoDEA ¹	13	5	7	2	5		14	5	9	3	6	

See notes at end of table.

Table A-22. Percentage of fourth-grade public school students identified as students with disabilities and assessed in NAEP reading when accommodations were permitted, by state/jurisdiction: Various years, 1998–2022—Continued

State/jurisdiction	2015						2017					
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations		Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	
Nation (public)	14	2	13	3	10		15	2	13	4	9	
Alabama	12	1	11	6	5		12	2	11	6	5	
Alaska	15	1	14	3	11		15	1	14	5	9	
Arizona	13	1	12	2	9		11	1	10	3	7	
Arkansas	14	2	13	2	10		16	2	14	3	11	
California	10	1	9	2	6		11	1	10	5	5	
Colorado	11	1	10	2	8		12	1	11	3	7	
Connecticut	13	1	12	2	10		15	1	14	3	10	
Delaware	17	2	15	3	12		18	1	17	4	12	
Florida	17	1	16	2	14		17	2	15	2	13	
Georgia	14	4	11	3	8		14	2	12	3	9	
Hawaii	10	1	8	1	7		10	2	8	3	5	
Idaho	11	1	10	2	8		11	1	10	3	7	
Illinois	13	1	13	3	10		15	1	14	3	10	
Indiana	17	1	16	4	12		17	1	16	3	12	
Iowa	13	1	13	2	11		15	1	14	2	12	
Kansas	15	2	13	3	11		15	2	13	5	7	
Kentucky	16	3	12	4	8		16	3	13	5	8	
Louisiana	21	3	18	2	16		18	2	16	2	14	
Maine	19	1	18	2	16		20	1	18	4	14	
Maryland	13	2	11	2	9		13	2	11	2	9	
Massachusetts	20	2	17	1	16		20	2	18	3	14	
Michigan	14	2	12	4	8		12	2	10	5	5	
Minnesota	14	2	13	6	7		14	2	12	8	4	
Mississippi	12	1	12	4	7		14	1	13	5	8	
Missouri	14	1	13	3	10		15	1	15	6	9	
Montana	12	2	10	3	7		13	1	12	4	8	
Nebraska	17	1	16	4	12		17	2	15	5	10	
Nevada	12	2	10	3	7		12	1	11	7	4	
New Hampshire	18	1	17	2	15		18	1	17	4	13	
New Jersey	18	2	16	1	15		17	1	16	2	14	
New Mexico	15	1	14	4	10		16	1	14	4	10	
New York	18	1	17	#	17		17	1	15	2	13	
North Carolina	13	1	12	3	10		15	1	14	5	9	
North Dakota	13	1	12	3	9		14	1	12	5	7	
Ohio	16	2	14	2	13		16	2	14	2	12	
Oklahoma	18	2	16	5	12		18	2	16	5	11	
Oregon	14	2	12	4	8		14	1	13	6	7	
Pennsylvania	19	1	17	4	13		17	2	15	5	10	
Rhode Island	14	1	13	1	12		14	1	13	1	12	
South Carolina	14	1	13	4	9		15	1	14	8	6	
South Dakota	16	2	14	6	8		17	2	15	9	5	
Tennessee	15	2	13	3	10		13	2	11	4	8	
Texas	14	3	11	2	9		15	2	12	3	10	
Utah	12	1	11	4	7		14	1	13	6	7	
Vermont	18	2	16	2	14		18	1	16	4	12	
Virginia	13	1	12	3	9		13	1	12	3	9	
Washington	13	1	12	4	8		13	1	12	4	8	
West Virginia	20	2	18	7	11		21	1	20	12	8	
Wisconsin	13	1	11	3	9		15	1	14	4	9	
Wyoming	15	1	14	3	12		15	1	14	3	11	
Other jurisdictions												
District of Columbia	14	1	13	#	12		16	2	14	2	12	
DoDEA ¹	14	2	13	3	9		13	1	12	3	9	

See notes at end of table.

Table A-22. Percentage of fourth-grade public school students identified as students with disabilities and assessed in NAEP reading when accommodations were permitted, by state/jurisdiction: Various years, 1998–2022—Continued

State/jurisdiction	2019					2022				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	16	2	14	3	11	16	2	15	4	11
Alabama	15	1	14	5	9	13	1	13	4	9
Alaska	16	1	15	4	12	17	1	17	3	13
Arizona	13	1	12	4	9	14	1	13	4	9
Arkansas	18	2	16	3	13	20	1	18	3	16
California	13	2	11	5	6	12	2	10	4	6
Colorado	13	1	12	3	9	14	2	12	4	8
Connecticut	15	1	14	3	11	17	1	16	3	13
Delaware	18	1	17	2	14	19	1	18	4	13
Florida	21	2	19	2	17	19	1	18	3	16
Georgia	15	2	13	2	11	15	1	13	2	11
Hawaii	11	1	10	5	5	11	1	10	5	5
Idaho	12	1	11	2	8	15	2	13	4	9
Illinois	15	1	13	3	11	15	1	14	4	11
Indiana	18	2	16	3	13	19	#	19	5	14
Iowa	14	1	13	2	11	16	1	15	2	13
Kansas	15	1	13	4	10	17	1	16	7	10
Kentucky	17	2	15	4	11	17	2	15	4	11
Louisiana	19	2	17	2	15	19	2	17	2	15
Maine	21	1	20	2	18	21	1	21	4	16
Maryland	14	2	12	2	11	13	1	12	2	10
Massachusetts	21	2	19	2	17	20	2	18	3	16
Michigan	13	2	11	4	7	14	2	12	5	7
Minnesota	15	1	13	6	8	17	3	14	6	8
Mississippi	14	1	14	4	9	16	1	15	4	11
Missouri	15	1	14	4	10	16	1	15	4	11
Montana	15	2	14	5	9	16	1	14	4	11
Nebraska	17	1	16	6	11	18	1	17	5	11
Nevada	12	1	11	6	5	13	1	12	7	5
New Hampshire	19	1	18	3	14	20	1	19	4	15
New Jersey	17	1	16	2	14	18	2	15	2	14
New Mexico	17	1	16	4	12	17	1	16	5	11
New York	18	2	16	2	14	19	2	17	2	15
North Carolina	14	1	12	3	10	16	1	14	3	11
North Dakota	15	1	13	3	10	15	2	14	3	11
Ohio	18	2	16	2	14	16	2	14	1	13
Oklahoma	19	2	17	6	11	20	1	19	6	13
Oregon	16	1	15	6	9	16	2	14	6	8
Pennsylvania	19	2	17	4	13	19	2	17	5	13
Rhode Island	16	2	14	1	14	15	1	15	1	13
South Carolina	15	1	14	6	9	16	1	15	5	10
South Dakota	17	1	16	9	7	18	1	17	8	8
Tennessee	15	2	13	4	9	15	2	14	4	9
Texas	15	3	13	2	11	19	2	17	3	14
Utah	14	1	13	6	7	16	1	15	7	9
Vermont	20	1	19	4	15	21	1	19	4	16
Virginia	15	1	14	3	11	15	2	13	5	8
Washington	14	2	13	5	8	15	2	13	6	8
West Virginia	22	1	20	9	11	22	2	21	11	10
Wisconsin	14	1	13	3	9	15	1	15	4	10
Wyoming	17	1	15	3	13	18	2	16	3	13
Other jurisdictions										
District of Columbia	17	2	16	1	15	17	3	14	1	13
DoDEA ¹	14	1	13	3	10	16	1	15	3	12

— Not available.

Rounds to zero.

¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: In 2022, a new category of "full-time remote student who cannot be assessed" was included in the sample. This category was not included in the denominator when calculating the inclusion/exclusion rates presented in this table. Beginning with the 2017 assessment, NAEP reading results are from a digitally based assessment; prior to 2017, results were from a paper-and-pencil based assessment. 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, 1998–2022 Reading Assessments.

Table A-23. Percentage of eighth-grade public school students identified as students with disabilities excluded and assessed in NAEP reading when accommodations were not permitted, by state/jurisdiction: 1998

State/jurisdiction	1998		
	Identified	Excluded	Assessed
Nation (public)	11	6	5
Alabama	12	6	6
Arizona	9	5	4
Arkansas	10	6	5
California	8	4	4
Colorado	10	3	6
Connecticut	14	7	7
Delaware	13	6	7
Florida	13	4	9
Georgia	11	5	6
Hawaii	11	5	6
Illinois	9	5	5
Kansas	11	5	6
Kentucky	9	5	5
Louisiana	13	9	4
Maine	13	7	7
Maryland	11	6	5
Massachusetts	15	5	10
Minnesota	10	3	7
Mississippi	11	7	3
Missouri	11	5	6
Montana	11	3	8
Nevada	10	5	5
New Mexico	15	7	9
New York	10	7	4
North Carolina	12	8	5
Oklahoma	12	8	3
Oregon	12	3	8
Rhode Island	13	3	10
South Carolina	12	6	5
Tennessee	13	4	9
Texas	13	5	8
Utah	9	4	5
Virginia	12	6	5
Washington	10	3	7
West Virginia	14	8	6
Wisconsin	13	7	6
Wyoming	10	2	8
Other jurisdictions			
District of Columbia	9	6	2
DoDEA ¹	7	4	4

¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: Beginning with the 2017 assessment, NAEP reading results are from a digitally based assessment; prior to 2017, results were from a paper-and-pencil based assessment. Alaska, Idaho, Indiana, Iowa, Michigan, Nebraska, New Hampshire, New Jersey, North Dakota, Ohio, Pennsylvania, South Dakota, and Vermont did not participate in the 1998 NAEP reading assessment. 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), 1998 Reading Assessment.

Table A-24. Percentage of eighth-grade public school students identified as students with disabilities and assessed in NAEP reading when accommodations were permitted, by state/jurisdiction: Various years, 1998–2022

State/jurisdiction	1998					2002				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	11	3	7	5	2	13	5	8	5	4
Alabama	12	6	6	5	#	14	2	12	11	1
Alaska	—	—	—	—	—	—	—	—	—	—
Arizona	9	3	6	4	1	11	4	7	6	2
Arkansas	10	4	6	5	1	13	4	9	7	2
California	8	2	6	5	1	10	2	7	6	2
Colorado	10	3	7	5	2	—	—	—	—	—
Connecticut	13	5	9	6	3	15	3	11	5	6
Delaware	14	2	12	10	2	14	6	8	2	6
Florida	13	4	9	6	2	16	4	12	6	6
Georgia	10	4	6	4	2	10	3	7	4	3
Hawaii	11	4	7	6	2	15	4	12	7	5
Idaho	—	—	—	—	—	11	3	8	6	2
Illinois	9	3	7	4	3	12	3	10	4	6
Indiana	—	—	—	—	—	14	4	10	7	3
Iowa	—	—	—	—	—	—	—	—	—	—
Kansas	9	3	7	5	2	13	4	9	5	4
Kentucky	9	3	6	4	3	12	6	5	4	1
Louisiana	13	5	9	4	5	16	10	6	3	3
Maine	13	5	8	6	3	16	4	12	7	6
Maryland	10	3	8	3	5	13	4	9	7	2
Massachusetts	15	3	11	7	5	17	4	13	5	8
Michigan	—	—	—	—	—	11	6	5	3	2
Minnesota	10	1	9	7	2	11	2	9	7	3
Mississippi	10	5	5	4	1	10	5	5	3	1
Missouri	12	3	9	6	3	15	7	7	3	4
Montana	11	4	7	6	1	11	4	8	6	2
Nebraska	—	—	—	—	—	14	5	9	7	2
Nevada	10	4	6	5	1	13	4	9	7	2
New Hampshire	—	—	—	—	—	—	—	—	—	—
New Jersey	—	—	—	—	—	—	—	—	—	—
New Mexico	15	5	10	6	3	18	7	12	7	5
New York	10	4	6	2	5	15	8	8	2	6
North Carolina	13	5	8	3	5	16	8	8	2	6
North Dakota	—	—	—	—	—	14	4	10	7	2
Ohio	—	—	—	—	—	12	7	5	4	1
Oklahoma	11	8	3	2	1	15	4	11	8	4
Oregon	12	3	9	5	4	13	4	9	7	2
Pennsylvania	—	—	—	—	—	14	2	11	4	8
Rhode Island	13	5	9	7	1	16	4	12	5	7
South Carolina	11	5	6	5	1	14	5	9	6	3
South Dakota	—	—	—	—	—	—	—	—	—	—
Tennessee	13	5	8	7	1	12	3	9	8	1
Texas	13	4	9	6	2	14	6	8	7	1
Utah	10	3	6	5	1	10	3	7	5	2
Vermont	—	—	—	—	—	17	4	13	7	6
Virginia	12	5	7	4	3	14	7	7	4	4
Washington	10	3	7	4	3	11	3	8	4	4
West Virginia	14	7	6	4	2	16	10	7	4	2
Wisconsin	13	5	9	4	4	14	5	8	3	5
Wyoming	10	2	8	7	1	13	3	10	4	6
Other jurisdictions										
District of Columbia	13	4	8	6	3	16	6	11	4	7
DoDEA ¹	7	1	6	4	2	7	1	6	3	3

See notes at end of table.

Table A-24. Percentage of eighth-grade public school students identified as students with disabilities and assessed in NAEP reading when accommodations were permitted, by state/jurisdiction: Various years, 1998–2022—Continued

State/jurisdiction	2003					2005				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	14	4	10	5	5	13	4	9	3	6
Alabama	13	2	10	8	2	12	1	11	9	2
Alaska	15	2	13	6	7	12	1	10	3	8
Arizona	12	5	8	5	3	11	3	8	3	5
Arkansas	14	4	10	6	4	14	5	8	5	4
California	11	3	9	7	2	9	2	7	4	3
Colorado	10	2	8	3	5	9	2	7	2	5
Connecticut	14	3	11	5	6	14	2	12	4	8
Delaware	16	8	8	3	5	14	10	5	2	2
Florida	17	4	13	3	10	15	3	12	3	9
Georgia	10	2	8	4	4	12	5	7	3	5
Hawaii	16	3	12	6	6	14	3	11	4	6
Idaho	12	3	9	8	1	11	2	8	5	3
Illinois	14	4	10	4	7	15	4	11	3	8
Indiana	14	3	11	5	5	15	4	11	3	8
Iowa	15	4	11	4	6	15	4	12	5	7
Kansas	13	3	11	3	8	13	4	9	2	7
Kentucky	13	7	6	5	1	12	7	5	2	3
Louisiana	14	5	9	2	6	16	8	8	1	6
Maine	16	5	12	5	6	19	7	13	5	8
Maryland	13	3	11	6	4	12	4	8	3	5
Massachusetts	16	3	13	4	9	18	6	12	2	10
Michigan	12	6	6	3	3	13	6	7	3	4
Minnesota	13	3	10	6	4	12	2	10	4	6
Mississippi	8	5	3	2	1	9	4	5	3	2
Missouri	16	8	8	3	5	16	8	8	3	5
Montana	15	5	10	5	5	13	5	9	3	6
Nebraska	16	4	12	7	4	14	3	11	4	7
Nevada	12	2	10	5	5	12	3	9	4	5
New Hampshire	18	3	15	6	9	19	2	16	7	10
New Jersey	15	2	13	2	11	16	4	13	3	10
New Mexico	19	5	15	7	8	16	5	10	5	5
New York	15	5	10	2	8	14	5	9	1	8
North Carolina	16	6	10	2	7	15	3	12	2	10
North Dakota	15	4	10	7	4	15	7	9	4	5
Ohio	12	5	7	3	4	13	7	7	2	5
Oklahoma	15	4	11	7	4	15	4	11	5	6
Oregon	14	4	10	7	3	11	3	8	4	4
Pennsylvania	15	2	13	3	10	15	3	12	2	10
Rhode Island	19	3	16	5	11	20	3	17	7	10
South Carolina	15	8	7	4	3	13	7	7	4	3
South Dakota	11	3	7	4	3	11	3	8	4	4
Tennessee	13	2	11	10	1	12	7	5	3	2
Texas	15	7	8	8	1	14	5	8	6	2
Utah	11	2	8	5	4	11	3	7	3	4
Vermont	17	4	13	7	6	19	4	15	6	9
Virginia	14	8	7	3	3	14	6	7	4	4
Washington	13	3	10	7	3	12	3	8	3	5
West Virginia	18	9	9	4	4	17	6	11	6	5
Wisconsin	14	5	10	2	8	14	4	9	2	7
Wyoming	14	2	12	4	8	14	3	11	3	8
Other jurisdictions										
District of Columbia	16	6	10	3	7	16	6	10	2	8
DoDEA ¹	8	1	7	1	6	8	2	6	2	5

See notes at end of table.

Table A-24. Percentage of eighth-grade public school students identified as students with disabilities and assessed in NAEP reading when accommodations were permitted, by state/jurisdiction: Various years, 1998–2022—Continued

State/jurisdiction	2007						2009				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	
Nation (public)	13	5	9	3	6	13	4	9	2	7	
Alabama	13	3	9	7	2	10	1	9	6	2	
Alaska	12	2	10	2	8	13	2	11	1	10	
Arizona	11	4	7	3	4	12	3	9	2	7	
Arkansas	13	5	8	3	4	12	2	11	2	9	
California	9	2	7	4	3	9	2	7	3	4	
Colorado	10	3	7	1	6	11	2	8	2	7	
Connecticut	13	2	11	3	9	13	2	11	2	9	
Delaware	16	6	10	3	7	15	4	11	1	10	
Florida	14	3	11	2	10	15	3	12	1	11	
Georgia	11	7	5	2	3	11	4	8	2	6	
Hawaii	15	2	12	5	8	12	2	11	3	8	
Idaho	11	3	8	3	4	9	2	7	2	5	
Illinois	14	4	10	2	8	14	3	11	2	9	
Indiana	15	5	11	2	8	14	5	9	2	7	
Iowa	16	5	11	2	10	14	4	10	2	9	
Kansas	13	4	8	2	6	12	4	7	2	6	
Kentucky	13	7	5	2	3	12	7	5	2	4	
Louisiana	14	3	11	1	10	15	2	13	2	11	
Maine	17	6	11	3	8	17	3	14	3	11	
Maryland	12	6	5	1	4	12	7	5	1	4	
Massachusetts	18	6	12	2	10	19	4	14	3	12	
Michigan	15	6	10	2	8	13	4	9	2	7	
Minnesota	12	3	9	3	6	12	3	10	2	8	
Mississippi	9	3	6	1	4	10	2	8	2	6	
Missouri	13	3	10	2	7	13	3	10	3	7	
Montana	13	4	9	2	7	12	4	8	2	6	
Nebraska	13	3	9	3	6	14	5	9	2	6	
Nevada	11	4	7	3	4	11	2	9	2	6	
New Hampshire	18	3	14	4	10	21	3	17	5	12	
New Jersey	15	5	10	1	8	16	5	11	1	9	
New Mexico	15	6	8	4	4	13	5	8	3	5	
New York	14	5	9	1	9	16	5	10	1	10	
North Carolina	15	3	12	2	10	12	2	11	1	10	
North Dakota	14	9	5	2	3	15	8	7	3	4	
Ohio	17	9	8	1	7	15	7	8	1	7	
Oklahoma	16	6	9	4	5	15	5	11	3	8	
Oregon	11	3	9	4	4	13	2	10	4	6	
Pennsylvania	18	5	12	3	9	17	3	14	3	12	
Rhode Island	18	3	15	4	11	18	2	16	4	12	
South Carolina	14	6	8	4	4	14	6	8	4	4	
South Dakota	11	6	6	2	4	10	4	6	2	4	
Tennessee	12	7	5	3	2	11	7	5	2	3	
Texas	13	6	6	4	3	12	5	7	3	4	
Utah	10	4	6	2	4	10	4	6	2	4	
Vermont	20	5	14	5	9	20	3	17	6	11	
Virginia	14	6	8	2	5	14	3	10	3	7	
Washington	11	4	7	2	5	11	2	8	2	6	
West Virginia	15	2	13	7	6	15	2	13	6	7	
Wisconsin	14	6	9	2	7	14	4	10	2	8	
Wyoming	14	3	10	3	7	14	3	11	2	9	
Other jurisdictions											
District of Columbia	18	12	6	2	4	17	11	5	1	4	
DoDEA ¹	7	2	5	1	5	9	2	6	1	5	

See notes at end of table.

Table A-24. Percentage of eighth-grade public school students identified as students with disabilities and assessed in NAEP reading when accommodations were permitted, by state/jurisdiction: Various years, 1998–2022—Continued

State/jurisdiction	2011					2013				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	13	3	10	2	8	13	2	11	2	9
Alabama	10	2	9	5	4	10	1	9	4	4
Alaska	13	1	11	1	11	14	1	13	1	12
Arizona	11	1	9	2	8	12	1	11	2	9
Arkansas	11	1	10	1	9	13	2	11	1	10
California	10	2	8	2	5	10	2	8	2	6
Colorado	10	1	9	1	8	11	1	10	2	8
Connecticut	12	1	11	1	10	15	2	13	1	12
Delaware	14	5	10	1	9	15	3	13	1	12
Florida	14	2	13	1	12	13	1	12	1	11
Georgia	10	4	6	1	5	12	4	8	1	7
Hawaii	11	1	10	3	8	12	1	11	2	9
Idaho	8	1	7	2	5	9	1	8	1	6
Illinois	14	1	13	2	11	13	1	12	1	11
Indiana	14	2	12	1	11	15	2	13	1	12
Iowa	15	1	14	1	12	13	1	12	1	11
Kansas	12	2	10	2	8	13	2	11	1	10
Kentucky	12	7	5	1	4	11	3	8	1	8
Louisiana	14	1	13	1	13	15	1	14	1	13
Maine	18	2	17	3	13	18	1	17	3	14
Maryland	11	7	4	1	3	13	8	5	1	4
Massachusetts	19	5	13	1	12	17	1	16	1	15
Michigan	12	4	8	2	6	13	3	10	2	8
Minnesota	13	3	10	3	7	13	2	11	4	7
Mississippi	7	1	6	1	5	8	1	8	1	6
Missouri	13	1	12	2	10	12	1	11	1	10
Montana	12	4	8	2	6	12	2	9	2	7
Nebraska	14	4	10	3	7	14	3	11	2	9
Nevada	10	2	8	2	6	11	1	10	2	8
New Hampshire	18	4	14	3	11	18	3	16	2	13
New Jersey	17	6	11	1	10	17	2	14	1	14
New Mexico	12	4	8	3	5	13	1	12	5	8
New York	16	2	14	#	13	17	#	16	#	16
North Carolina	14	2	12	2	10	14	1	13	2	11
North Dakota	14	7	7	2	5	14	4	10	1	9
Ohio	15	5	9	1	8	15	2	13	#	12
Oklahoma	16	4	12	3	9	16	1	15	3	11
Oregon	13	2	11	3	8	14	1	13	3	10
Pennsylvania	16	2	13	1	12	16	1	15	2	13
Rhode Island	16	1	15	3	12	15	1	14	2	12
South Carolina	11	5	6	3	4	12	2	10	3	7
South Dakota	11	3	8	3	5	11	2	9	3	6
Tennessee	12	6	6	2	4	11	3	8	1	7
Texas	11	5	6	3	3	11	3	8	2	7
Utah	10	3	7	2	5	11	3	9	1	7
Vermont	18	2	16	3	13	17	1	16	2	15
Virginia	13	3	10	3	7	13	1	12	3	9
Washington	12	2	10	2	8	12	2	10	2	8
West Virginia	14	1	12	5	7	13	2	11	4	8
Wisconsin	14	2	12	1	11	14	1	13	1	11
Wyoming	13	2	12	1	11	14	1	13	1	12
Other jurisdictions										
District of Columbia	17	2	15	1	14	18	1	17	#	16
DoDEA ¹	10	3	8	1	7	11	3	7	1	6

See notes at end of table.

Table A-24. Percentage of eighth-grade public school students identified as students with disabilities and assessed in NAEP reading when accommodations were permitted, by state/jurisdiction: Various years, 1998–2022—Continued

State/jurisdiction	2015						2017					
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations		Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	
Nation (public)	13	2	12	2	10		14	2	12	3	9	
Alabama	10	1	9	4	5		11	1	10	6	4	
Alaska	14	1	13	1	12		14	1	13	3	10	
Arizona	11	1	10	1	9		10	1	10	3	7	
Arkansas	12	1	11	1	10		14	1	12	2	10	
California	11	1	9	3	7		12	1	10	5	5	
Colorado	11	1	10	1	9		12	1	10	3	8	
Connecticut	16	2	14	2	12		16	1	14	4	10	
Delaware	17	2	15	2	13		17	1	16	3	12	
Florida	14	2	12	1	12		15	1	13	1	12	
Georgia	12	3	9	#	9		13	2	11	2	9	
Hawaii	11	2	10	2	8		11	2	9	5	4	
Idaho	11	2	9	2	8		10	2	9	2	6	
Illinois	13	1	12	2	10		14	1	13	2	11	
Indiana	14	1	13	1	12		15	2	13	1	12	
Iowa	13	1	12	1	11		13	1	12	1	11	
Kansas	12	1	11	3	9		13	1	11	5	6	
Kentucky	13	3	9	1	9		13	2	11	1	10	
Louisiana	18	1	16	1	15		19	2	16	2	14	
Maine	18	2	17	2	15		19	2	18	4	14	
Maryland	15	4	11	1	10		13	2	11	1	11	
Massachusetts	19	2	18	1	16		19	2	18	3	14	
Michigan	13	2	11	2	9		13	2	11	3	8	
Minnesota	13	1	12	3	9		13	2	12	6	6	
Mississippi	10	#	9	1	8		10	1	10	2	7	
Missouri	13	1	12	2	10		14	2	12	4	8	
Montana	12	2	10	3	8		13	1	12	5	7	
Nebraska	14	2	13	2	10		15	2	14	3	10	
Nevada	10	1	9	2	7		11	1	10	6	4	
New Hampshire	17	1	16	2	14		17	1	16	5	10	
New Jersey	18	1	17	1	16		17	1	16	2	15	
New Mexico	14	2	12	3	9		15	2	14	5	9	
New York	17	1	16	1	16		17	1	16	1	15	
North Carolina	15	1	14	2	12		14	1	13	4	9	
North Dakota	14	2	12	2	11		14	1	13	5	8	
Ohio	16	2	14	1	13		16	2	14	1	13	
Oklahoma	16	1	15	3	12		17	2	15	6	10	
Oregon	15	2	13	3	10		14	2	13	6	7	
Pennsylvania	17	2	15	2	13		17	2	15	3	12	
Rhode Island	16	1	14	2	13		16	1	15	3	13	
South Carolina	12	2	11	3	8		13	2	12	6	6	
South Dakota	12	1	10	4	7		13	2	11	6	5	
Tennessee	14	3	12	1	10		14	3	12	3	9	
Texas	12	2	10	1	9		14	2	11	2	9	
Utah	11	1	10	1	8		11	1	10	3	8	
Vermont	19	1	18	2	16		20	2	18	5	13	
Virginia	14	1	13	3	10		13	1	12	5	6	
Washington	12	1	11	1	10		14	2	12	4	8	
West Virginia	14	2	12	2	10		15	2	13	6	8	
Wisconsin	14	2	12	1	11		13	1	12	3	9	
Wyoming	14	1	13	1	12		14	1	13	2	11	
Other jurisdictions												
District of Columbia	19	1	18	1	17		18	2	17	2	15	
DoDEA ¹	10	1	10	1	8		12	1	11	2	9	

See notes at end of table.

Table A-24. Percentage of eighth-grade public school students identified as students with disabilities and assessed in NAEP reading when accommodations were permitted, by state/jurisdiction: Various years, 1998–2022—Continued

State/jurisdiction	2019					2022				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	15	1	13	2	11	16	1	14	3	12
Alabama	12	2	11	5	6	14	1	13	4	8
Alaska	14	#	14	3	11	15	#	15	2	12
Arizona	13	2	11	3	9	12	2	10	2	8
Arkansas	15	2	14	1	12	17	1	16	1	15
California	12	1	11	4	7	12	2	11	4	7
Colorado	12	1	11	3	8	13	1	12	2	10
Connecticut	18	1	17	5	12	19	1	18	4	14
Delaware	17	2	16	3	13	19	1	18	2	17
Florida	17	2	15	1	14	20	2	18	1	17
Georgia	15	2	12	1	11	17	2	15	1	14
Hawaii	11	1	10	6	4	12	1	11	7	4
Idaho	12	1	11	3	8	13	1	11	2	9
Illinois	14	1	14	1	12	15	1	14	2	12
Indiana	16	1	15	1	14	16	#	15	3	12
Iowa	14	1	13	1	12	16	1	15	1	13
Kansas	13	1	12	3	9	14	1	13	4	9
Kentucky	14	2	12	1	10	16	2	14	2	13
Louisiana	17	3	14	1	14	20	2	18	1	17
Maine	19	1	18	3	15	23	1	21	3	18
Maryland	14	2	11	1	11	15	1	14	1	13
Massachusetts	19	2	17	2	15	20	1	19	2	17
Michigan	13	2	11	2	9	14	1	13	3	10
Minnesota	15	1	14	6	8	15	1	14	6	7
Mississippi	12	1	11	1	9	13	1	12	1	11
Missouri	13	1	12	3	10	14	1	13	4	10
Montana	14	1	13	4	9	15	1	14	3	11
Nebraska	15	1	14	3	11	15	1	14	3	11
Nevada	12	1	11	6	4	11	1	10	6	4
New Hampshire	19	1	18	5	12	19	1	19	6	13
New Jersey	16	1	15	1	14	19	2	17	1	16
New Mexico	17	2	15	4	11	18	2	16	6	11
New York	19	1	17	1	16	18	2	17	1	16
North Carolina	14	1	13	3	10	13	1	12	2	10
North Dakota	13	1	12	3	9	15	1	14	3	11
Ohio	17	2	15	1	14	16	1	15	#	15
Oklahoma	15	2	13	3	10	18	2	16	5	11
Oregon	15	1	14	5	9	15	1	14	4	10
Pennsylvania	19	2	17	3	14	19	1	18	2	16
Rhode Island	15	1	14	2	12	16	1	15	2	13
South Carolina	14	1	13	5	8	14	1	13	4	10
South Dakota	13	1	12	6	6	14	1	12	7	5
Tennessee	12	2	10	2	8	13	2	11	1	10
Texas	14	2	12	2	10	16	2	14	2	11
Utah	14	1	13	3	10	13	1	13	3	10
Vermont	20	1	19	4	15	22	2	20	5	16
Virginia	15	2	13	3	10	14	2	13	4	9
Washington	13	1	12	4	8	13	1	12	4	8
West Virginia	16	1	15	6	9	19	2	17	8	10
Wisconsin	12	1	11	2	9	13	1	12	2	10
Wyoming	15	2	13	1	12	15	1	13	1	12
Other jurisdictions										
District of Columbia	20	1	19	1	18	21	2	19	1	18
DoDEA ¹	12	1	11	1	10	13	1	12	1	11

— Not available.

Rounds to zero.

¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: In 2022, a new category of "full-time remote student who cannot be assessed" was included in the sample. This category was not included in the denominator when calculating the inclusion/exclusion rates presented in this table. Beginning with the 2017 assessment, NAEP reading results are from a digitally based assessment; prior to 2017, results were from a paper-and-pencil based assessment. 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, 1998–2022 Reading Assessments.

Table A-25. Percentage of fourth-grade public school students identified as English learners excluded and assessed in NAEP reading when accommodations were not permitted, by state/jurisdiction: 1992, 1994, and 1998

State/jurisdiction	1992			1994			1998		
	Identified	Excluded	Assessed	Identified	Excluded	Assessed	Identified	Excluded	Assessed
Nation (public)	3	2	1	4	2	2	6	4	2
Alabama	#	#	#	#	#	#	1	1	#
Arizona	10	3	6	11	3	8	14	6	8
Arkansas	#	#	#	#	#	#	1	1	#
California	21	11	10	24	9	14	26	13	13
Colorado	2	2	1	4	2	2	5	2	3
Connecticut	4	3	1	4	3	1	5	4	1
Delaware	1	#	1	1	1	1	2	#	2
Florida	4	2	2	5	2	3	5	2	3
Georgia	1	1	#	2	1	1	1	1	#
Hawaii	5	2	2	5	1	3	6	1	4
Idaho	2	1	1	3	1	2	—	—	—
Illinois	—	—	—	—	—	—	5	3	2
Indiana	#	#	#	#	#	#	—	—	—
Iowa	1	#	1	1	#	#	1	#	1
Kansas	—	—	—	—	—	—	1	1	#
Kentucky	#	#	#	#	#	#	#	#	#
Louisiana	1	#	1	1	#	1	1	1	#
Maine	#	#	#	#	#	#	1	#	1
Maryland	2	1	1	1	1	1	2	1	1
Massachusetts	3	2	1	4	3	1	4	2	2
Michigan	1	1	#	1	#	#	2	1	1
Minnesota	2	1	2	2	1	1	4	2	3
Mississippi	#	#	#	#	#	#	#	#	#
Missouri	#	#	#	#	#	#	1	#	1
Montana	—	—	—	1	#	1	1	#	1
Nebraska	1	1	#	1	1	1	—	—	—
Nevada	—	—	—	—	—	—	10	7	4
New Hampshire	#	#	#	#	#	#	#	#	#
New Jersey	4	2	1	3	2	1	—	—	—
New Mexico	4	2	2	4	2	2	16	4	12
New York	5	2	3	6	3	3	5	2	3
North Carolina	1	1	#	1	1	#	2	1	1
North Dakota	#	#	#	1	#	#	—	—	—
Ohio	1	1	#	—	—	—	—	—	—
Oklahoma	2	1	1	—	—	—	3	1	2
Oregon	—	—	—	—	—	—	7	2	5
Pennsylvania	1	1	1	1	1	1	—	—	—
Rhode Island	6	4	3	3	1	2	6	2	4
South Carolina	#	#	#	#	#	#	1	#	#
Tennessee	#	#	#	#	#	#	1	#	#
Texas	9	3	5	13	5	8	13	7	6
Utah	1	1	#	2	1	1	5	2	3
Virginia	1	1	1	2	1	1	4	1	2
Washington	—	—	—	4	1	2	4	1	3
West Virginia	#	#	#	#	#	#	#	#	#
Wisconsin	2	1	1	2	1	2	3	2	1
Wyoming	1	#	1	1	#	#	1	#	1
Other jurisdictions									
District of Columbia	4	3	1	6	4	2	7	2	4
DoDEA ¹	—	—	—	—	—	—	1	1	1

— Not available.

Rounds to zero.

¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: Beginning with the 2017 assessment, NAEP reading results are from a digitally based assessment; prior to 2017, results were from a paper-and-pencil based assessment. Alaska, South Dakota, and Vermont did not participate in NAEP reading assessments from 1992 to 1998. 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), 1992, 1994, and 1998 Reading Assessments.

Table A-26. Percentage of fourth-grade public school students identified as English learners excluded and assessed in NAEP reading when accommodations were permitted, by state/jurisdiction: Various years, 1998–2022

State/jurisdiction	1998					2002				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	7	3	4	4	1	9	2	7	6	1
Alabama	#	#	#	#	#	1	#	1	1	#
Alaska	—	—	—	—	—	—	—	—	—	—
Arizona	14	6	7	6	1	21	5	16	15	1
Arkansas	1	1	1	1	#	3	1	3	3	#
California	26	12	14	13	1	29	3	26	26	#
Colorado	5	3	2	2	#	—	—	—	—	—
Connecticut	5	4	1	1	#	4	2	2	2	#
Delaware	3	#	2	2	#	3	2	1	1	#
Florida	5	1	3	3	#	10	3	7	5	2
Georgia	2	1	#	#	#	4	1	2	2	#
Hawaii	6	2	4	4	#	8	2	6	4	1
Idaho	—	—	—	—	—	7	1	6	5	#
Illinois	5	3	2	2	#	9	4	5	4	1
Indiana	—	—	—	—	—	2	1	1	1	#
Iowa	1	1	1	1	#	2	1	1	1	#
Kansas	3	1	2	2	#	7	2	6	4	2
Kentucky	1	#	#	#	#	1	#	#	#	#
Louisiana	1	1	1	1	#	1	1	1	#	#
Maine	#	#	#	#	#	1	#	#	#	#
Maryland	2	1	2	1	#	3	2	1	1	#
Massachusetts	4	2	2	2	1	4	2	2	1	1
Michigan	2	1	1	1	#	3	1	2	2	#
Minnesota	4	1	3	3	1	7	2	5	4	1
Mississippi	#	#	#	#	#	#	#	#	#	#
Missouri	1	#	#	#	#	2	1	1	1	#
Montana	#	#	#	#	#	2	1	1	1	#
Nebraska	—	—	—	—	—	4	2	3	2	#
Nevada	10	6	4	4	#	18	7	11	10	1
New Hampshire	1	#	1	1	#	—	—	—	—	—
New Jersey	—	—	—	—	—	—	—	—	—	—
New Mexico	16	4	12	11	1	27	6	21	19	2
New York	5	4	1	1	#	6	3	3	1	1
North Carolina	2	1	1	1	#	5	3	1	1	1
North Dakota	—	—	—	—	—	2	1	2	1	#
Ohio	—	—	—	—	—	1	1	1	1	#
Oklahoma	2	#	1	1	#	5	1	4	3	1
Oregon	7	2	5	4	1	12	4	8	6	2
Pennsylvania	—	—	—	—	—	2	1	1	1	#
Rhode Island	6	3	4	3	1	9	3	5	4	2
South Carolina	1	#	1	1	#	2	1	1	1	#
South Dakota	—	—	—	—	—	—	—	—	—	—
Tennessee	1	1	#	#	#	3	1	3	3	#
Texas	13	7	6	6	#	16	5	11	10	1
Utah	5	2	3	2	#	9	3	7	5	1
Vermont	—	—	—	—	—	2	#	1	1	#
Virginia	2	1	1	1	1	6	3	3	2	1
Washington	4	2	3	2	#	3	1	2	2	#
West Virginia	#	#	#	#	#	#	#	#	#	#
Wisconsin	3	1	2	1	#	6	3	3	2	1
Wyoming	1	1	#	#	#	5	1	4	3	1
Other jurisdictions										
District of Columbia	7	3	4	2	1	7	3	4	3	2
DoDEA ¹	2	1	1	1	#	7	1	6	5	1

See notes at end of table.

Table A-26. Percentage of fourth-grade public school students identified as English learners excluded and assessed in NAEP reading when accommodations were permitted, by state/jurisdiction: Various years, 1998–2022—Continued

State/jurisdiction	2003					2005				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	10	2	8	7	1	11	2	8	7	2
Alabama	1	#	1	1	#	2	#	1	1	#
Alaska	17	1	16	15	2	19	1	18	13	5
Arizona	21	4	16	15	1	20	3	17	13	3
Arkansas	4	1	3	3	#	5	2	2	2	#
California	32	4	28	27	1	33	4	30	28	2
Colorado	9	2	7	4	3	11	2	9	3	6
Connecticut	3	1	2	1	1	5	1	4	2	2
Delaware	3	1	2	1	#	4	2	2	2	#
Florida	12	3	9	6	3	8	2	5	1	4
Georgia	4	1	3	2	1	3	1	2	1	1
Hawaii	7	2	5	3	2	9	1	8	5	3
Idaho	7	1	6	5	#	8	1	7	7	1
Illinois	9	4	5	4	1	10	3	7	5	1
Indiana	2	#	2	1	1	3	1	2	1	1
Iowa	4	1	3	2	1	4	1	3	2	1
Kansas	3	1	2	1	1	7	2	5	3	2
Kentucky	1	1	#	#	#	2	1	#	#	#
Louisiana	2	1	1	#	1	1	#	1	1	#
Maine	1	1	1	1	#	1	#	1	1	#
Maryland	4	2	2	2	#	4	2	2	1	1
Massachusetts	6	2	4	2	1	6	2	4	3	1
Michigan	5	2	3	3	#	3	1	2	2	1
Minnesota	7	1	6	5	1	7	1	6	4	2
Mississippi	1	1	#	#	#	1	#	1	#	#
Missouri	2	1	1	1	#	2	1	1	1	#
Montana	4	1	4	2	1	3	#	3	2	1
Nebraska	4	2	3	2	1	7	1	6	4	2
Nevada	16	5	11	9	2	16	3	13	10	3
New Hampshire	3	1	2	1	1	3	1	2	1	1
New Jersey	4	2	2	1	1	3	2	1	1	1
New Mexico	30	5	24	19	6	24	7	17	13	5
New York	7	3	3	1	2	7	2	4	1	3
North Carolina	6	2	4	2	2	7	1	6	2	4
North Dakota	4	1	3	3	#	2	#	1	1	#
Ohio	2	1	1	1	#	1	1	1	#	#
Oklahoma	6	1	5	5	#	5	1	4	3	1
Oregon	13	4	9	7	2	14	2	12	9	3
Pennsylvania	3	1	2	1	1	3	1	2	1	1
Rhode Island	9	2	7	4	3	7	1	5	3	3
South Carolina	2	1	1	1	#	2	1	1	1	#
South Dakota	5	1	4	2	2	4	1	3	2	1
Tennessee	2	1	1	1	#	2	1	2	1	#
Texas	15	5	10	10	#	16	6	9	9	1
Utah	12	3	9	7	2	10	1	9	7	2
Vermont	2	1	1	1	#	1	#	1	1	#
Virginia	7	3	4	3	1	9	3	5	4	2
Washington	8	2	6	5	1	9	2	7	5	3
West Virginia	1	#	1	#	#	1	#	1	1	#
Wisconsin	6	2	4	2	2	7	2	5	3	2
Wyoming	5	#	4	3	1	5	1	4	3	1
Other jurisdictions										
District of Columbia	7	1	6	2	4	6	1	4	2	3
DoDEA ¹	7	1	6	4	1	7	1	5	4	2

See notes at end of table.

Table A-26. Percentage of fourth-grade public school students identified as English learners excluded and assessed in NAEP reading when accommodations were permitted, by state/jurisdiction: Various years, 1998–2022—Continued

State/jurisdiction	2007					2009				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	11	2	9	7	2	11	2	9	6	3
Alabama	3	1	2	2	#	2	#	2	2	#
Alaska	15	2	13	9	5	10	1	9	3	6
Arizona	17	4	13	10	2	15	2	13	9	4
Arkansas	7	2	5	2	3	6	#	6	1	4
California	33	2	31	29	2	30	1	28	26	2
Colorado	15	2	13	8	5	11	1	10	5	5
Connecticut	6	2	4	1	3	6	2	4	1	3
Delaware	5	2	3	1	1	4	1	3	1	2
Florida	9	4	5	1	4	8	2	6	#	5
Georgia	3	1	2	1	1	4	1	3	2	1
Hawaii	10	2	8	6	2	10	1	10	4	6
Idaho	8	1	7	6	2	5	1	4	3	2
Illinois	9	3	7	5	2	8	2	6	2	5
Indiana	4	1	3	2	1	5	1	4	1	3
Iowa	5	1	3	2	1	5	1	4	1	3
Kansas	9	2	7	5	2	9	2	8	5	2
Kentucky	2	1	1	1	#	2	1	1	1	1
Louisiana	1	#	1	#	#	2	#	2	1	2
Maine	2	#	1	1	#	2	#	1	1	1
Maryland	5	3	3	1	1	6	3	3	1	2
Massachusetts	6	2	4	3	1	7	1	6	5	1
Michigan	3	#	2	1	1	4	1	3	2	1
Minnesota	8	1	7	4	3	8	1	7	5	3
Mississippi	1	#	1	1	#	1	#	1	#	#
Missouri	2	#	1	1	1	2	1	2	1	1
Montana	5	#	5	3	2	3	#	2	1	1
Nebraska	7	1	6	5	2	7	1	5	3	2
Nevada	23	5	17	11	6	20	2	19	10	9
New Hampshire	3	1	3	1	1	3	1	2	1	1
New Jersey	4	2	2	1	1	4	3	1	#	1
New Mexico	23	8	16	12	3	17	4	12	7	5
New York	9	2	7	1	6	8	2	6	#	6
North Carolina	8	1	6	3	4	6	1	5	2	3
North Dakota	3	1	1	1	#	2	1	1	#	#
Ohio	2	1	2	1	1	3	1	2	#	2
Oklahoma	5	1	4	3	1	4	1	3	2	1
Oregon	15	2	13	9	4	12	1	11	6	5
Pennsylvania	3	1	2	1	1	3	1	2	#	2
Rhode Island	8	2	6	3	3	6	1	5	3	2
South Carolina	4	1	3	3	1	5	1	4	3	1
South Dakota	4	1	3	3	#	2	1	1	1	#
Tennessee	2	1	1	1	#	3	1	2	#	2
Texas	16	5	10	9	2	21	6	15	14	1
Utah	12	2	9	7	2	9	2	6	3	3
Vermont	3	1	2	1	#	2	#	2	1	1
Virginia	7	2	5	3	2	7	1	6	3	3
Washington	8	1	6	5	1	10	1	9	6	3
West Virginia	1	#	1	1	#	1	#	#	#	#
Wisconsin	7	2	5	3	2	6	1	5	1	4
Wyoming	4	1	3	3	#	3	#	2	1	1
Other jurisdictions										
District of Columbia	9	4	5	1	4	8	2	6	1	4
DoDEA ¹	6	2	4	3	2	7	2	5	3	2

See notes at end of table.

Table A-26. Percentage of fourth-grade public school students identified as English learners excluded and assessed in NAEP reading when accommodations were permitted, by state/jurisdiction: Various years, 1998–2022—Continued

State/jurisdiction	2011					2013				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	11	1	10	7	4	11	1	10	5	5
Alabama	2	#	2	2	1	2	#	2	2	#
Alaska	14	1	13	3	10	14	#	14	2	11
Arizona	12	#	12	5	6	7	#	7	1	6
Arkansas	8	#	7	3	5	8	#	8	2	5
California	32	1	30	27	3	26	1	25	21	4
Colorado	16	#	15	9	7	14	#	14	7	6
Connecticut	6	1	5	1	5	6	1	5	#	5
Delaware	4	1	2	1	1	3	1	2	1	1
Florida	9	1	8	#	8	10	1	9	#	9
Georgia	5	2	4	2	2	4	1	3	1	2
Hawaii	11	1	10	5	5	8	1	7	3	4
Idaho	5	#	4	2	2	5	#	4	2	3
Illinois	8	1	7	2	6	8	#	8	2	6
Indiana	7	#	7	2	5	6	1	5	1	5
Iowa	6	#	5	1	4	5	#	5	1	4
Kansas	11	1	11	7	4	13	#	13	8	5
Kentucky	2	1	1	#	1	3	1	2	#	2
Louisiana	2	#	2	1	1	2	#	2	#	2
Maine	3	#	3	2	2	2	#	2	1	2
Maryland	6	3	3	#	3	8	5	3	1	2
Massachusetts	8	1	7	5	1	11	1	10	8	2
Michigan	3	#	3	2	1	8	1	7	5	3
Minnesota	10	#	9	7	3	8	1	8	5	3
Mississippi	2	#	2	1	1	1	#	1	1	1
Missouri	3	#	3	2	2	2	#	2	#	2
Montana	2	#	2	2	#	4	#	3	2	1
Nebraska	8	1	7	3	3	7	#	7	1	5
Nevada	27	#	27	14	13	23	#	22	5	17
New Hampshire	3	#	2	1	2	2	#	2	1	2
New Jersey	3	1	2	#	2	3	#	3	#	3
New Mexico	17	3	14	9	5	18	#	18	10	8
New York	9	1	8	#	8	8	1	7	#	7
North Carolina	7	#	7	4	3	7	#	6	3	3
North Dakota	3	1	2	2	#	2	#	1	#	1
Ohio	3	1	3	#	3	3	#	3	#	2
Oklahoma	6	1	5	3	2	7	#	6	2	4
Oregon	14	1	14	8	5	14	1	13	8	5
Pennsylvania	3	1	2	#	2	2	#	2	#	2
Rhode Island	6	1	6	4	2	6	1	6	3	3
South Carolina	5	#	5	4	1	6	#	6	5	1
South Dakota	4	1	4	2	2	4	#	3	1	2
Tennessee	3	1	3	#	3	4	1	3	#	3
Texas	22	5	16	15	1	23	2	21	12	9
Utah	7	1	6	3	2	6	1	5	1	4
Vermont	2	#	2	1	1	2	#	2	1	2
Virginia	7	1	7	3	3	7	1	7	3	4
Washington	11	1	10	4	6	9	1	9	3	5
West Virginia	1	#	1	#	#	1	#	1	#	#
Wisconsin	8	#	8	1	6	8	#	8	1	7
Wyoming	4	#	3	2	2	3	#	3	1	2
Other jurisdictions										
District of Columbia	7	1	7	1	5	7	1	6	1	5
DoDEA ¹	7	2	5	3	2	6	1	5	2	2

See notes at end of table.

Table A-26. Percentage of fourth-grade public school students identified as English learners excluded and assessed in NAEP reading when accommodations were permitted, by state/jurisdiction: Various years, 1998–2022—Continued

State/jurisdiction	2015					2017				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	12	1	11	6	5	12	1	11	7	5
Alabama	2	#	2	2	#	3	1	3	2	1
Alaska	15	1	14	6	9	14	#	14	8	6
Arizona	10	1	10	3	6	11	1	10	3	7
Arkansas	8	#	8	2	5	10	#	10	3	7
California	28	1	27	23	4	27	1	25	22	4
Colorado	14	1	14	10	3	15	1	14	10	3
Connecticut	7	1	6	1	5	9	1	7	3	5
Delaware	5	1	4	2	3	10	1	9	6	4
Florida	10	1	9	#	9	10	2	8	1	7
Georgia	5	1	4	1	3	5	#	4	2	3
Hawaii	8	1	7	3	3	7	1	6	4	2
Idaho	5	#	4	2	2	6	#	6	3	2
Illinois	10	#	10	3	7	11	#	11	5	6
Indiana	8	#	7	2	6	6	#	6	2	3
Iowa	8	#	7	1	6	6	#	6	1	4
Kansas	14	#	13	9	4	13	1	12	11	2
Kentucky	4	1	2	1	2	3	1	3	1	2
Louisiana	3	#	2	1	2	5	1	4	1	3
Maine	3	#	3	2	1	4	#	4	3	1
Maryland	9	1	7	2	5	11	1	10	3	6
Massachusetts	10	1	9	7	2	10	1	9	8	1
Michigan	5	1	4	3	1	9	1	8	6	2
Minnesota	10	#	9	7	3	9	1	9	7	1
Mississippi	2	#	2	1	1	3	#	3	1	1
Missouri	3	#	3	1	1	3	#	3	1	2
Montana	3	#	3	2	1	3	#	3	2	1
Nebraska	7	1	6	1	5	9	1	8	3	5
Nevada	25	1	24	12	12	18	1	17	13	4
New Hampshire	3	#	3	2	1	4	#	3	2	2
New Jersey	3	1	3	#	2	4	1	3	1	2
New Mexico	17	2	15	8	8	17	1	17	8	9
New York	8	1	7	#	7	10	1	8	2	7
North Carolina	7	1	6	3	3	5	#	5	2	3
North Dakota	2	#	2	1	1	2	#	2	1	1
Ohio	4	#	4	1	3	4	#	4	1	2
Oklahoma	7	1	6	4	2	9	#	8	4	4
Oregon	13	1	13	8	4	16	1	16	12	4
Pennsylvania	4	#	3	1	2	4	1	4	2	2
Rhode Island	8	1	7	4	3	9	1	7	3	4
South Carolina	8	#	8	5	3	9	#	8	7	1
South Dakota	3	1	3	1	2	2	#	2	1	1
Tennessee	5	1	4	1	3	6	1	5	2	4
Texas	23	2	21	11	10	25	2	24	12	12
Utah	4	#	4	3	1	9	1	8	6	2
Vermont	3	#	3	2	1	2	#	2	1	1
Virginia	7	1	6	3	3	10	1	8	5	4
Washington	13	1	13	7	5	14	1	13	10	3
West Virginia	1	#	1	#	#	1	#	1	1	#
Wisconsin	7	#	7	2	5	8	#	7	4	4
Wyoming	3	#	3	2	1	3	#	3	1	2
Other jurisdictions										
District of Columbia	7	1	5	1	4	9	1	7	2	5
DoDEA ¹	9	1	8	4	4	10	1	9	5	4

See notes at end of table.

Table A-26. Percentage of fourth-grade public school students identified as English learners excluded and assessed in NAEP reading when accommodations were permitted, by state/jurisdiction: Various years, 1998–2022—Continued

State/jurisdiction	2019					2022				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	13	1	12	7	5	15	1	14	9	5
Alabama	5	#	5	4	1	8	#	8	5	3
Alaska	15	#	15	8	7	14	#	14	7	7
Arizona	8	#	8	4	4	9	#	9	6	3
Arkansas	8	#	8	2	6	7	#	7	2	5
California	25	1	24	19	5	26	1	25	22	3
Colorado	15	1	14	10	4	16	1	15	11	4
Connecticut	11	1	10	4	6	14	1	13	6	7
Delaware	16	1	15	10	5	18	#	17	10	7
Florida	11	1	10	#	10	11	1	9	1	8
Georgia	11	#	11	5	6	13	1	12	6	6
Hawaii	14	1	13	10	3	15	#	14	13	2
Idaho	9	#	8	6	2	8	#	8	6	2
Illinois	16	1	16	9	7	21	1	20	10	10
Indiana	10	#	10	2	8	9	#	8	2	7
Iowa	7	1	7	2	5	5	#	5	2	3
Kansas	12	1	11	9	2	13	#	13	12	1
Kentucky	5	1	5	1	4	8	1	7	1	6
Louisiana	4	#	4	1	3	4	#	4	#	3
Maine	4	#	4	2	2	4	#	4	3	1
Maryland	14	1	13	4	9	18	1	17	5	13
Massachusetts	14	1	13	8	4	13	1	12	10	3
Michigan	11	#	10	7	4	10	1	9	8	1
Minnesota	13	#	12	9	3	13	1	12	9	3
Mississippi	3	#	3	1	2	5	#	5	2	3
Missouri	6	#	6	4	2	4	#	4	3	2
Montana	4	#	4	4	#	3	#	3	2	1
Nebraska	7	#	7	3	4	8	#	8	4	4
Nevada	20	1	19	15	4	20	1	19	15	4
New Hampshire	5	#	4	3	1	4	#	4	2	2
New Jersey	8	1	7	1	6	9	1	8	2	6
New Mexico	21	1	21	11	10	22	#	22	15	6
New York	10	1	8	2	6	11	1	10	4	7
North Carolina	11	1	10	7	4	12	1	11	7	4
North Dakota	4	#	4	2	2	4	#	4	3	1
Ohio	2	#	2	1	2	5	#	4	2	2
Oklahoma	11	1	11	6	5	13	#	13	8	5
Oregon	11	#	11	7	4	12	#	12	9	3
Pennsylvania	5	1	4	2	2	5	1	5	3	2
Rhode Island	13	1	12	5	8	14	1	14	8	6
South Carolina	6	#	5	4	2	8	#	8	4	3
South Dakota	6	#	6	4	2	7	#	7	5	2
Tennessee	8	1	8	1	7	8	1	7	2	6
Texas	23	1	21	11	10	26	1	25	15	9
Utah	11	#	11	8	2	13	1	12	9	4
Vermont	3	#	3	2	1	4	#	3	2	1
Virginia	12	1	11	7	5	16	1	15	10	6
Washington	14	1	14	9	5	16	1	15	11	4
West Virginia	1	#	1	1	#	1	#	1	1	#
Wisconsin	8	1	7	4	3	10	#	9	6	3
Wyoming	4	#	4	2	2	4	#	4	2	2
Other jurisdictions										
District of Columbia	13	1	12	2	11	18	2	16	4	12
DoDEA ¹	11	1	10	5	5	12	1	11	4	7

— Not available.

Rounds to zero.

¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: In 2022, a new category of "full-time remote student who cannot be assessed" was included in the sample. This category was not included in the denominator when calculating the inclusion/exclusion rates presented in this table. Beginning with the 2017 assessment, NAEP reading results are from a digitally based assessment; prior to 2017, results were from a paper-and-pencil based assessment. 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, 1998–2022 Reading Assessments.

Table A-27. Percentage of eighth-grade public school students identified as English learners excluded and assessed in NAEP reading when accommodations were not permitted, by state/jurisdiction: 1998

State/jurisdiction	1998		
	Identified	Excluded	Assessed
Nation (public)	3	1	2
Alabama	1	1	#
Arizona	9	2	7
Arkansas	1	1	#
California	18	6	12
Colorado	5	2	3
Connecticut	1	1	#
Delaware	2	1	1
Florida	4	1	3
Georgia	1	1	1
Hawaii	4	2	3
Illinois	3	1	1
Kansas	1	#	#
Kentucky	#	#	#
Louisiana	1	1	#
Maine	#	#	#
Maryland	1	1	#
Massachusetts	2	2	1
Minnesota	3	1	2
Mississippi	#	#	#
Missouri	1	1	#
Montana	#	#	#
Nevada	6	3	3
New Mexico	9	2	7
New York	6	4	2
North Carolina	2	1	1
Oklahoma	2	#	2
Oregon	3	1	2
Rhode Island	4	2	2
South Carolina	#	#	#
Tennessee	1	#	#
Texas	7	2	5
Utah	2	1	1
Virginia	2	1	1
Washington	3	1	2
West Virginia	#	#	#
Wisconsin	1	1	1
Wyoming	1	#	#
Other jurisdictions			
District of Columbia	6	3	3
DoDEA ¹	1	1	1

Rounds to zero.

¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: Beginning with the 2017 assessment, NAEP reading results are from a digitally based assessment; prior to 2017, results were from a paper-and-pencil based assessment. Alaska, Idaho, Indiana, Iowa, Michigan, Nebraska, New Hampshire, New Jersey, North Dakota, Ohio, Pennsylvania, South Dakota, and Vermont did not participate in the 1998 NAEP reading assessment. 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), 1998 Reading Assessment.

Table A-28. Percentage of eighth-grade public school students identified as English learners excluded and assessed in NAEP reading when accommodations were permitted, by state/jurisdiction: Various years, 1998–2022

State/jurisdiction	1998					2002				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	3	1	2	2	#	6	2	4	4	1
Alabama	#	#	#	#	#	1	#	#	#	#
Alaska	—	—	—	—	—	—	—	—	—	—
Arizona	9	3	7	6	#	13	3	10	10	#
Arkansas	1	1	1	#	#	2	1	1	1	#
California	18	3	14	14	1	20	2	18	17	1
Colorado	5	1	3	3	1	—	—	—	—	—
Connecticut	2	1	1	1	#	3	2	1	1	#
Delaware	1	#	1	1	#	2	1	1	#	#
Florida	4	2	3	3	#	7	2	4	2	2
Georgia	2	#	1	1	#	3	1	2	1	#
Hawaii	4	1	3	2	1	7	2	5	4	1
Idaho	—	—	—	—	—	4	1	3	3	#
Illinois	3	1	2	2	#	5	1	4	3	#
Indiana	—	—	—	—	—	1	#	1	1	#
Iowa	—	—	—	—	—	—	—	—	—	—
Kansas	2	1	2	1	#	4	2	2	1	1
Kentucky	1	#	#	#	#	1	1	#	#	#
Louisiana	#	#	#	#	#	1	#	#	#	#
Maine	1	#	#	#	#	2	#	1	1	#
Maryland	1	#	1	1	#	3	1	2	1	#
Massachusetts	3	2	1	1	#	5	3	2	1	1
Michigan	—	—	—	—	—	2	1	1	1	#
Minnesota	3	#	3	2	1	5	1	3	3	#
Mississippi	1	#	#	#	#	#	#	#	#	#
Missouri	#	#	#	#	#	1	1	1	1	#
Montana	1	#	#	#	#	3	1	2	2	#
Nebraska	—	—	—	—	—	4	3	1	1	#
Nevada	6	2	4	3	#	9	3	6	6	#
New Hampshire	—	—	—	—	—	—	—	—	—	—
New Jersey	—	—	—	—	—	—	—	—	—	—
New Mexico	9	4	5	4	1	20	5	15	13	2
New York	6	4	2	1	#	6	3	4	2	2
North Carolina	1	1	#	#	#	3	2	1	1	#
North Dakota	—	—	—	—	—	2	#	2	2	#
Ohio	—	—	—	—	—	1	1	#	#	#
Oklahoma	3	2	1	1	#	4	1	3	3	#
Oregon	3	1	2	1	1	7	2	5	4	1
Pennsylvania	—	—	—	—	—	1	1	1	1	#
Rhode Island	4	2	1	1	#	5	2	3	3	1
South Carolina	#	#	#	#	#	1	#	#	#	#
South Dakota	—	—	—	—	—	—	—	—	—	—
Tennessee	1	1	#	#	#	1	#	1	1	#
Texas	7	2	5	5	#	9	3	6	6	#
Utah	2	1	2	1	#	7	2	5	5	1
Vermont	—	—	—	—	—	1	#	1	1	#
Virginia	1	1	#	#	#	3	2	2	1	#
Washington	3	1	2	2	#	5	1	3	2	2
West Virginia	#	#	#	#	#	1	#	#	#	#
Wisconsin	1	1	#	#	#	3	2	1	1	#
Wyoming	#	#	#	#	#	2	#	2	2	#
Other jurisdictions										
District of Columbia	1	1	1	#	#	5	2	3	1	2
DoDEA ¹	1	1	1	1	#	4	1	3	3	1

See notes at end of table.

Table A-28. Percentage of eighth-grade public school students identified as English learners excluded and assessed in NAEP reading when accommodations were permitted, by state/jurisdiction: Various years, 1998–2022—Continued

State/jurisdiction	2003					2005				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	6	2	5	4	1	6	1	5	4	1
Alabama	1	1	1	1	#	1	#	1	1	#
Alaska	13	#	12	11	1	14	1	14	12	2
Arizona	17	4	13	12	1	13	2	11	8	3
Arkansas	2	1	1	1	#	2	1	1	1	#
California	21	2	19	18	1	22	2	20	18	2
Colorado	5	2	3	3	1	7	2	5	2	3
Connecticut	3	1	2	1	1	3	1	2	1	1
Delaware	3	1	1	1	1	3	2	1	1	#
Florida	8	2	5	3	2	6	2	3	1	3
Georgia	3	1	2	1	#	2	1	1	1	1
Hawaii	7	2	5	4	2	7	2	5	3	2
Idaho	6	1	5	4	#	5	1	4	4	#
Illinois	4	2	2	1	1	3	1	1	1	#
Indiana	2	1	2	2	#	2	#	1	1	1
Iowa	2	1	2	1	1	2	1	1	1	#
Kansas	3	1	2	1	1	3	1	2	1	1
Kentucky	1	#	1	1	#	1	#	1	1	#
Louisiana	1	#	1	#	#	1	1	1	#	#
Maine	1	#	1	#	#	1	#	1	#	#
Maryland	3	1	2	2	#	1	1	#	#	#
Massachusetts	4	2	2	1	1	3	1	2	1	1
Michigan	2	1	1	1	#	2	1	2	2	#
Minnesota	5	1	4	3	1	6	1	5	4	1
Mississippi	1	#	1	1	#	1	#	#	#	#
Missouri	1	1	#	#	#	1	#	#	#	#
Montana	2	#	2	1	#	4	1	4	3	1
Nebraska	3	2	1	1	#	2	#	2	1	1
Nevada	7	2	5	4	1	11	2	10	8	2
New Hampshire	2	#	1	1	1	1	#	1	1	#
New Jersey	2	1	2	#	1	2	1	1	#	#
New Mexico	19	5	14	10	4	16	4	12	8	3
New York	5	2	3	1	2	5	2	3	1	2
North Carolina	4	2	2	1	1	4	1	3	1	1
North Dakota	2	#	1	1	#	2	#	1	1	#
Ohio	1	#	1	#	#	1	#	#	#	#
Oklahoma	5	1	4	3	1	4	1	3	2	1
Oregon	7	3	5	4	1	8	2	6	5	2
Pennsylvania	2	#	2	1	1	1	#	1	#	1
Rhode Island	6	2	4	2	1	4	1	3	1	2
South Carolina	1	#	#	#	#	1	1	1	#	#
South Dakota	3	#	2	2	1	2	#	2	1	#
Tennessee	2	#	2	2	#	2	1	1	1	#
Texas	8	3	5	5	#	8	2	6	5	1
Utah	7	1	6	4	2	8	2	6	4	1
Vermont	1	#	1	1	#	1	#	1	1	#
Virginia	3	2	2	1	1	4	1	2	2	#
Washington	5	1	3	3	#	6	1	4	3	1
West Virginia	1	#	#	#	#	1	#	1	1	#
Wisconsin	3	1	2	1	1	4	2	2	1	1
Wyoming	3	#	3	2	#	4	#	3	3	#
Other jurisdictions										
District of Columbia	5	2	3	2	1	3	2	2	1	1
DoDEA ¹	4	1	4	2	1	4	1	3	2	1

See notes at end of table.

Table A-28. Percentage of eighth-grade public school students identified as English learners excluded and assessed in NAEP reading when accommodations were permitted, by state/jurisdiction: Various years, 1998–2022—Continued

State/jurisdiction	2007					2009				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	7	2	5	4	1	6	1	5	3	1
Alabama	2	#	1	1	#	1	#	1	1	#
Alaska	17	1	16	10	6	11	1	9	4	5
Arizona	11	3	8	7	1	6	1	5	3	3
Arkansas	4	1	3	1	1	4	#	3	1	3
California	22	2	20	19	1	20	1	19	16	3
Colorado	7	1	5	3	2	7	1	6	4	3
Connecticut	4	1	3	1	2	4	2	2	1	1
Delaware	3	2	1	1	1	2	1	1	#	1
Florida	6	3	3	1	2	5	2	3	#	3
Georgia	2	1	1	1	#	2	1	1	1	1
Hawaii	6	1	5	3	2	6	1	5	3	2
Idaho	6	1	5	4	1	4	#	4	2	1
Illinois	4	1	2	2	#	3	1	2	1	2
Indiana	3	1	2	1	1	3	1	2	2	1
Iowa	3	1	2	1	1	2	#	2	1	1
Kansas	4	1	3	2	1	6	1	5	4	1
Kentucky	1	#	1	1	#	1	1	#	#	#
Louisiana	1	#	1	#	#	1	#	1	#	#
Maine	2	1	1	1	#	2	#	1	1	1
Maryland	2	2	1	#	1	3	2	1	#	#
Massachusetts	4	2	2	2	#	3	2	2	1	#
Michigan	2	#	2	1	#	2	#	2	2	#
Minnesota	6	1	5	4	1	6	1	5	4	1
Mississippi	#	#	#	#	#	1	#	#	#	#
Missouri	2	#	2	1	#	1	#	#	#	#
Montana	5	1	4	2	2	2	#	2	2	1
Nebraska	3	1	2	1	1	3	1	2	2	1
Nevada	10	3	7	6	1	8	2	6	3	3
New Hampshire	1	#	1	#	1	1	#	1	#	#
New Jersey	4	2	2	1	1	2	2	1	#	#
New Mexico	18	5	13	12	2	11	2	9	6	3
New York	5	2	3	#	2	5	2	3	#	3
North Carolina	4	1	3	1	2	5	1	4	2	3
North Dakota	2	1	1	1	#	2	1	1	1	#
Ohio	2	1	1	#	#	1	1	#	#	#
Oklahoma	3	1	2	2	#	3	1	2	2	1
Oregon	8	1	7	5	2	6	1	5	4	2
Pennsylvania	2	1	1	1	1	2	1	2	1	1
Rhode Island	4	1	3	2	1	3	1	2	1	2
South Carolina	2	1	1	1	#	3	1	2	2	1
South Dakota	1	#	1	1	#	2	1	1	1	#
Tennessee	1	#	1	1	#	1	#	1	#	1
Texas	8	3	6	4	1	7	1	6	5	1
Utah	9	1	7	6	1	5	1	4	3	1
Vermont	2	#	2	1	#	2	#	1	1	#
Virginia	4	2	2	2	#	4	1	3	1	1
Washington	6	2	4	3	1	4	1	3	2	1
West Virginia	1	#	1	1	#	1	#	1	#	#
Wisconsin	5	2	3	1	2	4	1	3	1	2
Wyoming	3	1	3	2	1	1	#	1	1	1
Other jurisdictions										
District of Columbia	4	2	2	1	1	5	2	3	1	2
DoDEA ¹	4	2	2	2	#	5	2	3	2	1

See notes at end of table.

Table A-28. Percentage of eighth-grade public school students identified as English learners excluded and assessed in NAEP reading when accommodations were permitted, by state/jurisdiction: Various years, 1998–2022—Continued

State/jurisdiction	2011					2013				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	6	1	5	3	2	5	1	5	2	3
Alabama	2	#	1	1	#	1	#	1	1	#
Alaska	11	#	10	3	7	11	#	10	2	9
Arizona	2	#	2	#	1	2	#	1	#	1
Arkansas	5	#	5	2	3	6	#	6	2	3
California	17	1	16	13	3	13	1	11	9	2
Colorado	7	1	7	4	3	8	#	8	4	4
Connecticut	4	1	3	1	3	4	1	3	#	3
Delaware	2	1	1	1	1	2	1	1	1	1
Florida	5	1	4	#	4	5	1	4	#	4
Georgia	2	1	1	#	1	2	#	2	#	1
Hawaii	9	1	8	5	3	10	1	10	5	5
Idaho	4	#	3	2	1	3	#	3	1	2
Illinois	4	#	3	2	2	5	#	4	1	3
Indiana	3	#	3	1	2	3	#	3	1	2
Iowa	3	#	3	1	2	3	#	2	1	2
Kansas	6	#	6	5	1	8	#	7	5	3
Kentucky	1	1	1	#	#	2	#	1	#	1
Louisiana	1	#	1	#	1	1	#	1	#	1
Maine	2	#	2	2	1	2	#	2	#	1
Maryland	3	2	1	#	1	3	2	1	#	1
Massachusetts	4	1	3	2	1	6	1	5	4	1
Michigan	2	#	2	1	1	4	1	3	1	2
Minnesota	5	#	5	3	1	6	#	5	3	2
Mississippi	1	#	1	1	#	1	#	1	1	#
Missouri	1	#	1	#	1	1	#	1	#	1
Montana	2	#	1	1	1	2	#	2	1	#
Nebraska	3	1	2	1	1	3	#	2	1	1
Nevada	10	1	10	5	4	7	#	7	2	5
New Hampshire	2	1	1	1	#	2	1	1	#	1
New Jersey	2	1	1	#	1	2	#	1	#	1
New Mexico	12	2	10	7	2	14	1	13	8	5
New York	6	1	5	#	4	7	1	6	#	6
North Carolina	5	#	4	2	2	4	#	4	2	2
North Dakota	2	1	1	#	1	2	#	2	1	1
Ohio	1	#	1	#	1	2	#	1	#	1
Oklahoma	3	1	2	1	1	4	#	4	2	2
Oregon	6	#	6	4	2	4	#	3	1	2
Pennsylvania	2	1	2	#	1	3	#	2	#	2
Rhode Island	3	#	3	1	2	5	1	4	1	3
South Carolina	5	1	4	3	1	4	#	3	3	#
South Dakota	2	1	1	1	#	3	1	2	2	#
Tennessee	1	#	1	#	1	1	#	1	#	1
Texas	9	2	7	7	1	8	1	7	3	4
Utah	5	1	4	2	1	4	1	3	1	2
Vermont	1	#	1	1	#	1	#	1	#	1
Virginia	6	1	5	3	1	5	#	5	2	3
Washington	5	1	5	3	2	5	1	5	2	3
West Virginia	#	#	#	#	#	#	#	#	#	#
Wisconsin	5	#	5	1	3	5	#	5	1	4
Wyoming	2	1	1	1	1	2	#	2	1	1
Other jurisdictions										
District of Columbia	6	1	5	1	4	6	1	5	1	4
DoDEA ¹	5	1	3	2	1	4	1	3	1	1

See notes at end of table.

Table A-28. Percentage of eighth-grade public school students identified as English learners excluded and assessed in NAEP reading when accommodations were permitted, by state/jurisdiction: Various years, 1998–2022—Continued

State/jurisdiction	2015					2017				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	7	1	6	3	3	7	1	6	4	3
Alabama	2	#	1	1	#	2	#	1	1	#
Alaska	12	1	11	4	7	12	1	11	6	5
Arizona	4	1	3	1	2	4	#	4	2	2
Arkansas	7	#	7	3	4	9	1	8	5	3
California	15	1	14	10	3	15	1	13	10	3
Colorado	12	1	11	6	5	10	1	9	7	3
Connecticut	4	#	3	1	2	5	1	4	2	3
Delaware	2	#	2	1	1	4	1	3	1	2
Florida	6	2	5	#	4	8	1	7	1	5
Georgia	3	#	3	1	2	3	1	3	#	2
Hawaii	7	1	6	4	3	6	1	5	3	2
Idaho	3	#	2	1	1	4	#	3	2	2
Illinois	5	#	5	2	3	5	1	5	2	3
Indiana	5	#	5	2	3	5	#	5	2	2
Iowa	4	#	4	1	3	4	#	4	1	3
Kansas	11	#	10	9	2	11	#	11	10	1
Kentucky	2	#	1	#	1	2	#	2	#	1
Louisiana	1	#	1	1	1	3	1	2	1	1
Maine	3	#	3	2	1	2	#	2	1	1
Maryland	4	1	2	1	2	5	1	4	1	3
Massachusetts	6	1	5	4	1	7	1	6	4	2
Michigan	4	1	3	2	1	6	1	6	5	1
Minnesota	7	#	6	5	1	7	1	6	5	1
Mississippi	1	#	1	1	#	2	#	1	1	1
Missouri	2	#	2	1	1	2	#	2	1	1
Montana	2	#	2	1	#	2	#	2	1	1
Nebraska	3	1	2	1	1	3	1	2	1	1
Nevada	15	#	15	10	4	14	#	14	12	2
New Hampshire	2	#	1	1	1	3	#	2	1	1
New Jersey	2	1	2	#	2	3	1	2	#	2
New Mexico	14	1	13	8	5	12	1	11	5	6
New York	6	1	5	#	5	7	1	6	1	5
North Carolina	5	1	4	2	3	4	1	3	2	1
North Dakota	2	#	2	#	1	3	#	2	1	1
Ohio	3	#	3	1	2	3	1	2	#	2
Oklahoma	5	#	5	3	2	5	#	4	3	2
Oregon	4	1	3	1	2	5	#	5	3	2
Pennsylvania	3	#	2	1	1	3	#	3	1	2
Rhode Island	5	1	5	2	3	6	1	5	1	4
South Carolina	5	#	4	3	1	7	#	7	6	1
South Dakota	3	#	2	1	1	3	1	2	1	1
Tennessee	3	#	2	#	2	3	#	3	1	2
Texas	11	1	10	6	5	12	1	11	7	4
Utah	4	1	3	1	2	5	#	5	2	3
Vermont	2	#	1	#	1	2	#	2	1	1
Virginia	5	1	5	3	2	6	1	5	3	2
Washington	7	1	6	4	2	6	1	5	3	2
West Virginia	1	#	1	1	#	1	#	1	1	#
Wisconsin	4	#	4	1	3	5	#	4	2	3
Wyoming	2	#	2	1	1	2	#	2	1	1
Other jurisdictions										
District of Columbia	7	2	5	1	4	8	2	6	1	4
DoDEA ¹	5	1	5	3	2	5	1	4	2	2

See notes at end of table.

Table A-28. Percentage of eighth-grade public school students identified as English learners excluded and assessed in NAEP reading when accommodations were permitted, by state/jurisdiction: Various years, 1998–2022—Continued

State/jurisdiction	2019					2022				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	8	1	7	4	3	10	1	9	6	3
Alabama	1	#	1	1	#	4	#	4	3	1
Alaska	12	#	12	5	6	14	#	14	9	5
Arizona	6	1	6	3	3	8	#	8	6	2
Arkansas	6	#	6	2	4	8	1	7	2	5
California	15	1	14	11	3	18	2	17	14	3
Colorado	8	1	8	5	3	10	1	9	7	2
Connecticut	5	1	4	2	2	6	1	5	2	3
Delaware	4	#	4	2	2	10	1	10	5	4
Florida	7	1	6	1	5	7	1	6	1	5
Georgia	4	1	3	1	3	6	#	6	2	4
Hawaii	7	1	6	5	1	12	#	11	10	2
Idaho	4	#	4	2	2	6	1	6	4	2
Illinois	7	#	6	2	4	12	#	12	6	5
Indiana	5	#	4	2	2	7	#	7	2	5
Iowa	5	#	5	2	3	5	#	5	1	4
Kansas	9	1	9	7	2	7	#	7	6	2
Kentucky	3	#	2	1	2	4	#	4	1	3
Louisiana	3	#	3	1	2	3	1	3	#	2
Maine	3	#	3	2	1	3	#	2	2	1
Maryland	6	1	5	1	4	10	1	8	2	7
Massachusetts	7	1	5	4	1	7	2	6	4	2
Michigan	6	1	6	3	2	6	#	6	4	1
Minnesota	6	1	5	4	1	8	1	7	4	3
Mississippi	2	#	2	1	1	4	#	4	2	2
Missouri	2	#	2	1	1	5	#	4	3	2
Montana	2	#	2	1	1	3	#	3	2	1
Nebraska	4	#	3	1	2	5	#	4	4	1
Nevada	14	1	13	10	3	12	#	12	10	2
New Hampshire	3	#	3	1	1	3	#	3	2	#
New Jersey	5	1	4	#	3	5	1	4	#	4
New Mexico	12	1	11	6	6	20	#	20	15	5
New York	7	1	6	1	5	9	1	8	1	7
North Carolina	4	#	4	2	2	9	1	8	4	3
North Dakota	2	#	2	1	1	3	#	3	1	2
Ohio	2	#	2	1	1	3	#	3	1	2
Oklahoma	6	#	6	3	3	9	1	8	6	2
Oregon	7	#	6	4	2	8	#	8	5	2
Pennsylvania	4	1	3	1	2	5	1	4	2	3
Rhode Island	8	1	7	3	4	11	1	10	5	5
South Carolina	7	#	6	6	1	6	1	5	3	2
South Dakota	3	1	3	2	1	5	#	4	3	1
Tennessee	3	1	3	1	2	5	1	4	1	3
Texas	15	1	15	11	4	21	1	21	15	5
Utah	6	#	6	3	2	11	1	11	6	5
Vermont	1	#	1	#	1	2	#	2	1	1
Virginia	5	1	5	3	2	7	2	6	4	2
Washington	9	1	8	5	3	10	#	10	7	3
West Virginia	#	#	#	#	#	1	#	#	#	#
Wisconsin	5	#	5	2	3	6	#	6	3	3
Wyoming	2	#	2	1	1	2	#	2	1	1
Other jurisdictions										
District of Columbia	7	1	6	#	6	12	1	11	2	9
DoDEA ¹	6	#	5	3	3	6	1	6	3	3

— Not available.

Rounds to zero.

¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: In 2022, a new category of "full-time remote student who cannot be assessed" was included in the sample. This category was not included in the denominator when calculating the inclusion/exclusion rates presented in this table. Beginning with the 2017 assessment, NAEP reading results are from a digitally based assessment; prior to 2017, results were from a paper-and-pencil based assessment. 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, 1998–2022 Reading Assessments.

Table A-29. Percentage of fourth-grade public school students identified as students with disabilities (SD) and/or English learners (EL) excluded and assessed in NAEP reading, as a percentage of identified SD and/or EL students, by state/jurisdiction: 2022

State/jurisdiction	SD AND/OR EL				SD				EL			
	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	7	93	41	52	9	91	23	68	5	95	59	36
Alabama	5	95	40	55	6	94	30	65	6	94	55	40
Alaska	2	98	36	62	3	97	20	77	1	99	52	48
Arizona	6	94	42	53	6	94	27	66	4	96	61	35
Arkansas	7	93	16	77	7	93	13	80	5	95	24	71
California	7	93	71	22	16	84	34	50	4	96	83	13
Colorado	10	90	51	39	13	87	30	57	7	93	66	26
Connecticut	9	91	29	62	7	93	18	74	10	90	41	49
Delaware	4	96	42	54	6	94	24	71	2	98	57	41
Florida	8	92	13	79	6	94	13	81	13	87	11	76
Georgia	7	93	31	62	9	91	15	76	5	95	48	47
Hawaii	5	95	71	24	10	90	45	45	2	98	87	11
Idaho	8	92	46	46	11	89	27	63	3	97	77	20
Illinois	3	97	40	57	5	95	24	71	2	98	47	50
Indiana	3	97	23	75	2	98	25	74	4	96	18	78
Iowa	6	94	18	76	6	94	12	82	6	94	32	62
Kansas	3	97	61	36	5	95	38	57	1	99	88	11
Kentucky	13	87	21	66	14	86	22	64	10	90	17	72
Louisiana	10	90	11	79	11	89	11	79	10	90	10	79
Maine	4	96	29	66	4	96	21	75	8	92	68	25
Maryland	7	93	22	72	8	92	14	78	6	94	25	69
Massachusetts	8	92	38	54	9	91	13	78	8	92	71	21
Michigan	11	89	54	35	16	84	34	50	6	94	82	13
Minnesota	13	87	51	37	18	82	35	47	8	92	67	26
Mississippi	6	94	28	65	8	92	23	69	#	100	43	57
Missouri	4	96	33	63	4	96	25	71	4	96	60	36
Montana	7	93	31	62	8	92	24	68	‡	‡	‡	‡
Nebraska	5	95	38	57	6	94	31	64	3	97	52	44
Nevada	5	95	70	25	8	92	51	40	3	97	77	20
New Hampshire	5	95	26	69	5	95	20	75	3	97	60	37
New Jersey	11	89	15	74	12	88	11	77	8	92	22	69
New Mexico	4	96	54	42	7	93	30	63	2	98	69	29
New York	8	92	19	73	8	92	11	81	8	92	33	59
North Carolina	7	93	40	53	8	92	22	70	5	95	61	34
North Dakota	9	91	28	63	10	90	19	71	6	94	62	32
Ohio	12	88	16	72	12	88	8	80	9	91	44	47
Oklahoma	5	95	42	53	7	93	28	64	3	97	62	36
Oregon	7	93	56	37	11	89	39	51	4	96	75	21
Pennsylvania	9	91	30	61	9	91	24	67	11	89	47	42
Rhode Island	4	96	32	64	5	95	8	87	4	96	55	41
South Carolina	7	93	40	53	8	92	31	61	5	95	56	38
South Dakota	5	95	55	40	5	95	47	48	2	98	74	23
Tennessee	10	90	27	64	11	89	28	61	8	92	22	70
Texas	8	92	44	48	11	89	16	73	5	95	59	36
Utah	4	96	57	39	3	97	43	53	5	95	68	27
Vermont	5	95	24	70	6	94	19	75	‡	‡	‡	‡
Virginia	8	92	48	44	12	88	33	55	5	95	60	35
Washington	6	94	59	34	10	90	39	51	4	96	73	23
West Virginia	7	93	49	44	7	93	48	45	‡	‡	‡	‡
Wisconsin	4	96	43	53	5	95	27	68	3	97	64	33
Wyoming	8	92	25	67	9	91	19	73	10	90	49	41
Other jurisdictions												
District of Columbia	13	87	15	72	18	82	5	77	9	91	23	68
DoDEA ¹	7	93	25	69	7	93	16	76	6	94	33	61

Rounds to zero.

‡ Reporting standards not met.

¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: In 2022, a new category of "full-time remote student who cannot be assessed" was included in the sample. This category was not included in the denominator when calculating the inclusion/exclusion rates presented in this table. Beginning with the 2017 assessment, NAEP reading results are from a digitally based assessment; prior to 2017, results were from a paper-and-pencil based assessment. 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 Reading Assessment.

Table A-30. Percentage of eighth-grade public school students identified as students with disabilities (SD) and/or English learners (EL) excluded and assessed in NAEP reading, as a percentage of identified SD and/or EL students, by state/jurisdiction: 2022

State/jurisdiction	SD AND/OR EL				SD				EL			
	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	8	92	33	59	9	91	16	75	7	93	58	35
Alabama	6	94	42	52	5	95	33	62	5	95	70	25
Alaska	2	98	41	57	3	97	15	82	1	99	63	36
Arizona	9	91	42	49	13	87	19	68	3	97	74	23
Arkansas	7	93	15	78	7	93	8	85	7	93	28	65
California	9	91	62	29	14	86	33	53	9	91	77	14
Colorado	9	91	41	50	10	90	18	73	10	90	71	19
Connecticut	8	92	22	70	7	93	19	74	11	89	31	58
Delaware	6	94	25	70	5	95	9	86	5	95	54	41
Florida	9	91	7	84	9	91	5	86	10	90	14	76
Georgia	9	91	15	76	10	90	7	83	6	94	32	62
Hawaii	7	93	71	22	11	89	57	32	3	97	84	13
Idaho	10	90	30	60	11	89	17	72	10	90	56	34
Illinois	5	95	33	62	6	94	13	80	4	96	52	44
Indiana	2	98	22	76	2	98	19	79	4	96	26	70
Iowa	6	94	14	80	5	95	10	85	9	91	24	68
Kansas	7	93	44	49	8	92	26	66	3	97	74	23
Kentucky	11	89	12	77	11	89	11	78	12	88	17	70
Louisiana	13	87	6	81	12	88	6	83	‡	‡	‡	‡
Maine	5	95	20	75	5	95	15	81	‡	‡	‡	‡
Maryland	8	92	10	81	6	94	5	89	11	89	18	71
Massachusetts	11	89	23	66	6	94	12	82	24	76	51	25
Michigan	8	92	34	58	9	91	18	73	4	96	72	24
Minnesota	10	90	49	42	8	92	43	49	11	89	56	33
Mississippi	4	96	19	77	4	96	9	87	2	98	50	47
Missouri	7	93	35	59	6	94	27	67	6	94	57	36
Montana	5	95	28	67	5	95	20	75	‡	‡	‡	‡
Nebraska	7	93	34	59	8	92	20	72	7	93	74	19
Nevada	6	94	70	25	10	90	54	36	3	97	78	19
New Hampshire	5	95	36	59	4	96	31	66	‡	‡	‡	‡
New Jersey	10	90	6	84	8	92	6	85	15	85	4	81
New Mexico	5	95	57	38	9	91	31	60	2	98	73	26
New York	9	91	6	85	9	91	3	88	8	92	11	81
North Carolina	9	91	29	61	11	89	13	76	6	94	53	41
North Dakota	9	91	22	69	9	91	18	73	‡	‡	‡	‡
Ohio	7	93	7	85	6	94	2	91	14	86	31	55
Oklahoma	9	91	40	51	11	89	27	62	8	92	66	26
Oregon	4	96	43	53	5	95	29	65	5	95	66	30
Pennsylvania	7	93	17	76	7	93	11	82	11	89	34	56
Rhode Island	7	93	25	68	8	92	11	81	6	94	45	49
South Carolina	7	93	35	58	5	95	26	69	10	90	54	36
South Dakota	10	90	56	34	10	90	51	40	10	90	71	19
Tennessee	16	84	15	69	17	83	10	73	12	88	27	61
Texas	6	94	50	43	11	89	15	73	3	97	72	25
Utah	6	94	37	57	5	95	23	72	6	94	51	43
Vermont	7	93	25	68	7	93	21	72	‡	‡	‡	‡
Virginia	12	88	36	51	12	88	27	62	21	79	48	30
Washington	7	93	47	45	10	90	30	60	4	96	67	28
West Virginia	9	91	40	52	8	92	39	52	‡	‡	‡	‡
Wisconsin	5	95	26	70	4	96	16	80	5	95	47	48
Wyoming	10	90	10	79	8	92	6	85	‡	‡	‡	‡
Other jurisdictions												
District of Columbia	10	90	7	82	10	90	3	87	12	88	14	75
DoDEA ¹	10	90	21	69	9	91	6	85	10	90	48	42

‡ Reporting standards not met.

¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: In 2022, a new category of "full-time remote student who cannot be assessed" was included in the sample. This category was not included in the denominator when calculating the inclusion/exclusion rates presented in this table. Beginning with the 2017 assessment, NAEP reading results are from a digitally based assessment; prior to 2017, results were from a paper-and-pencil based assessment. 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 Reading Assessment.

Table A-31. Percentage of fourth-grade public school students identified as students with disabilities (SD) and/or English learners (EL) excluded and assessed in NAEP reading, by urban district/jurisdiction: Various years, 2002-22

Urban district/jurisdiction	2002					2003				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	21	7	14	10	4	22	6	16	10	5
Large City ¹ (public)	28	8	20	17	4	31	8	22	17	5
Albuquerque	—	—	—	—	—	—	—	—	—	—
Atlanta	8	2	6	5	1	9	2	7	5	3
Austin	—	—	—	—	—	—	—	—	—	—
Baltimore City	—	—	—	—	—	—	—	—	—	—
Boston	—	—	—	—	—	33	9	24	12	11
Charlotte	—	—	—	—	—	21	5	16	6	11
Chicago	30	9	21	16	5	31	9	22	16	6
Clark County (NV)	—	—	—	—	—	—	—	—	—	—
Cleveland	—	—	—	—	—	18	12	6	2	3
Dallas	—	—	—	—	—	—	—	—	—	—
Denver	—	—	—	—	—	—	—	—	—	—
Detroit	—	—	—	—	—	—	—	—	—	—
District of Columbia (DCPS)	19	8	11	5	5	18	6	12	3	9
Duval County (FL)	—	—	—	—	—	—	—	—	—	—
Fort Worth	—	—	—	—	—	—	—	—	—	—
Fresno	—	—	—	—	—	—	—	—	—	—
Guilford County (NC)	—	—	—	—	—	—	—	—	—	—
Hillsborough County (FL)	—	—	—	—	—	—	—	—	—	—
Houston	43	17	26	25	1	42	24	19	18	1
Jefferson County (KY)	—	—	—	—	—	—	—	—	—	—
Los Angeles	51	8	43	41	2	59	6	53	49	5
Miami-Dade	—	—	—	—	—	—	—	—	—	—
Milwaukee	—	—	—	—	—	—	—	—	—	—
New York City	22	8	14	6	8	21	6	15	3	12
Philadelphia	—	—	—	—	—	—	—	—	—	—
San Diego	—	—	—	—	—	42	5	37	33	4
Shelby County (TN)	—	—	—	—	—	—	—	—	—	—

See notes at end of table.

Table A-31. Percentage of fourth-grade public school students identified as students with disabilities (SD) and/or English learners (EL) excluded and assessed in NAEP reading, by urban district/jurisdiction: Various years, 2002–22—Continued

Urban district/jurisdiction	2005					2007				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	23	7	16	10	7	23	6	17	10	7
Large City ¹ (public)	32	8	24	17	7	32	7	25	17	8
Albuquerque	—	—	—	—	—	—	—	—	—	—
Atlanta	11	4	8	3	5	12	7	5	4	1
Austin	37	20	18	14	4	42	20	22	18	4
Baltimore City	—	—	—	—	—	—	—	—	—	—
Boston	35	10	24	11	13	45	8	36	23	13
Charlotte	21	4	16	6	10	22	4	18	7	11
Chicago	29	9	21	15	6	30	7	23	16	7
Clark County (NV)	—	—	—	—	—	—	—	—	—	—
Cleveland	19	12	7	3	4	23	17	6	1	5
Dallas	—	—	—	—	—	—	—	—	—	—
Denver	—	—	—	—	—	—	—	—	—	—
Detroit	—	—	—	—	—	—	—	—	—	—
District of Columbia (DCPS)	20	7	12	3	9	22	14	8	2	7
Duval County (FL)	—	—	—	—	—	—	—	—	—	—
Fort Worth	—	—	—	—	—	—	—	—	—	—
Fresno	—	—	—	—	—	—	—	—	—	—
Guilford County (NC)	—	—	—	—	—	—	—	—	—	—
Hillsborough County (FL)	—	—	—	—	—	—	—	—	—	—
Houston	44	23	21	19	2	45	17	28	25	3
Jefferson County (KY)	—	—	—	—	—	—	—	—	—	—
Los Angeles	59	6	54	49	5	53	3	50	43	7
Miami-Dade	—	—	—	—	—	—	—	—	—	—
Milwaukee	—	—	—	—	—	—	—	—	—	—
New York City	24	6	17	2	16	29	5	24	2	22
Philadelphia	—	—	—	—	—	—	—	—	—	—
San Diego	46	6	40	34	6	49	4	45	38	6
Shelby County (TN)	—	—	—	—	—	—	—	—	—	—

See notes at end of table.

Table A-31. Percentage of fourth-grade public school students identified as students with disabilities (SD) and/or English learners (EL) excluded and assessed in NAEP reading, by urban district/jurisdiction: Various years, 2002–22—Continued

Urban district/jurisdiction	2009					2011				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	23	5	18	9	9	23	4	19	9	10
Large City ¹ (public)	31	7	24	14	10	32	5	28	15	13
Albuquerque	—	—	—	—	—	30	5	24	12	13
Atlanta	12	3	10	3	6	11	4	7	1	6
Austin	44	19	25	21	5	45	16	28	24	4
Baltimore City	19	14	6	2	4	21	17	4	1	3
Boston	35	9	26	14	13	51	8	42	28	14
Charlotte	19	3	16	5	11	20	2	18	8	10
Chicago	24	5	19	7	12	29	2	27	8	19
Clark County (NV)	—	—	—	—	—	—	—	—	—	—
Cleveland	25	17	8	2	6	28	5	22	2	21
Dallas	—	—	—	—	—	56	18	37	34	3
Denver	—	—	—	—	—	—	—	—	—	—
Detroit	20	5	15	8	7	26	7	19	13	5
District of Columbia (DCPS)	21	12	9	2	7	23	4	19	1	18
Duval County (FL)	—	—	—	—	—	—	—	—	—	—
Fort Worth	—	—	—	—	—	—	—	—	—	—
Fresno	38	5	33	30	3	36	2	34	28	6
Guilford County (NC)	—	—	—	—	—	—	—	—	—	—
Hillsborough County (FL)	—	—	—	—	—	30	3	27	3	24
Houston	43	18	25	22	3	44	14	30	26	4
Jefferson County (KY)	19	7	11	6	5	19	10	10	5	5
Los Angeles	46	2	43	38	6	39	2	37	28	9
Miami-Dade	21	7	14	2	12	27	4	23	1	22
Milwaukee	30	9	21	5	17	33	3	31	2	29
New York City	31	6	25	2	24	30	2	28	1	26
Philadelphia	22	6	16	3	13	22	3	18	2	16
San Diego	43	4	39	32	7	43	4	40	32	7
Shelby County (TN)	—	—	—	—	—	—	—	—	—	—

See notes at end of table.

Table A-31. Percentage of fourth-grade public school students identified as students with disabilities (SD) and/or English learners (EL) excluded and assessed in NAEP reading, by urban district/jurisdiction: Various years, 2002–22—Continued

Urban district/jurisdiction	2013					2015				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	23	3	20	7	13	24	2	22	9	14
Large City ¹ (public)	30	3	27	11	16	31	3	28	12	16
Albuquerque	31	1	30	13	18	33	3	30	13	18
Atlanta	12	1	11	2	9	14	3	11	2	9
Austin	45	4	41	14	27	50	4	45	16	29
Baltimore City	21	16	6	1	4	22	8	14	2	12
Boston	50	4	45	28	18	49	6	43	26	17
Charlotte	18	1	17	5	12	19	3	17	6	10
Chicago	24	1	22	4	19	25	2	23	7	16
Clark County (NV)	—	—	—	—	—	—	—	—	—	—
Cleveland	28	5	23	1	22	29	5	24	2	22
Dallas	57	17	40	16	24	56	6	50	26	24
Denver	—	—	—	—	—	—	—	—	—	—
Detroit	30	5	25	12	13	28	5	23	15	7
District of Columbia (DCPS)	21	2	19	1	17	20	3	17	2	15
Duval County (FL)	—	—	—	—	—	21	3	18	3	14
Fort Worth	—	—	—	—	—	—	—	—	—	—
Fresno	34	2	31	25	6	34	2	32	25	7
Guilford County (NC)	—	—	—	—	—	—	—	—	—	—
Hillsborough County (FL)	26	1	25	2	23	28	2	27	2	24
Houston	46	6	39	15	24	48	5	43	16	27
Jefferson County (KY)	18	5	12	5	8	20	5	16	7	9
Los Angeles	33	2	31	20	11	37	3	34	24	10
Miami-Dade	32	5	27	1	26	29	6	23	1	23
Milwaukee	32	4	28	2	26	—	—	—	—	—
New York City	30	2	28	1	27	32	3	30	1	29
Philadelphia	22	4	18	2	15	24	5	18	4	14
San Diego	40	2	37	27	10	46	4	42	33	8
Shelby County (TN)	—	—	—	—	—	—	—	—	—	—

See notes at end of table.

Table A-31. Percentage of fourth-grade public school students identified as students with disabilities (SD) and/or English learners (EL) excluded and assessed in NAEP reading, by urban district/jurisdiction: Various years, 2002–22—Continued

Urban district/jurisdiction	2017					2019				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	25	2	23	10	13	27	2	24	10	15
Large City ¹ (public)	31	3	28	13	15	33	3	30	13	17
Albuquerque	30	1	29	13	16	39	2	37	16	21
Atlanta	16	2	14	2	13	21	2	20	3	17
Austin	50	4	46	15	31	52	4	47	12	35
Baltimore City	23	6	17	2	15	25	3	22	1	21
Boston	48	5	43	25	18	50	5	45	25	20
Charlotte	19	1	17	8	9	27	3	25	14	10
Chicago	29	3	26	6	20	36	2	34	11	23
Clark County (NV)	28	2	26	19	8	32	2	30	22	9
Cleveland	31	6	25	7	18	31	3	27	4	23
Dallas	60	29	30	14	17	59	5	54	30	24
Denver	46	4	42	33	9	45	6	39	27	12
Detroit	31	5	26	18	7	29	4	25	16	8
District of Columbia (DCPS)	23	4	19	5	14	30	3	27	2	25
Duval County (FL)	22	3	18	4	15	27	2	25	2	22
Fort Worth	52	4	48	28	20	54	3	51	35	17
Fresno	32	2	31	26	5	33	2	31	24	8
Guilford County (NC)	20	2	18	10	8	27	1	26	11	14
Hillsborough County (FL)	26	3	23	2	21	30	3	27	3	24
Houston	47	4	43	20	23	48	2	45	24	21
Jefferson County (KY)	20	5	15	6	10	25	5	20	5	15
Los Angeles	35	3	33	26	7	31	3	29	18	10
Miami-Dade	26	6	21	3	18	32	4	29	1	27
Milwaukee	32	3	29	6	22	32	3	30	8	22
New York City	31	3	28	3	25	35	5	30	5	25
Philadelphia	26	6	20	5	14	30	7	23	9	14
San Diego	41	3	38	28	10	38	2	36	22	14
Shelby County (TN)	18	4	15	4	11	19	2	17	3	13

See notes at end of table.

Table A-31. Percentage of fourth-grade public school students identified as students with disabilities (SD) and/or English learners (EL) excluded and assessed in NAEP reading, by urban district/jurisdiction: Various years, 2002–22—Continued

Urban district/jurisdiction	2022				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	29	2	27	12	15
Large City ¹ (public)	36	3	33	15	19
Albuquerque	39	1	38	20	18
Atlanta	17	3	14	3	11
Austin	54	5	49	21	28
Baltimore City	33	3	30	5	25
Boston	49	6	43	27	17
Charlotte	33	2	31	21	10
Chicago	39	2	37	13	24
Clark County (NV)	33	2	31	24	7
Cleveland	29	2	27	2	25
Dallas	66	4	62	24	38
Denver	47	3	43	30	13
Detroit	26	4	21	15	6
District of Columbia (DCPS)	35	6	29	3	26
Duval County (FL)	30	2	28	4	24
Fort Worth	56	3	53	36	17
Fresno	—	—	—	—	—
Guilford County (NC)	27	2	26	13	13
Hillsborough County (FL)	30	3	27	4	22
Houston	55	2	53	29	24
Jefferson County (KY)	32	6	25	8	18
Los Angeles	33	2	31	19	12
Miami-Dade	30	3	28	3	25
Milwaukee	36	2	33	12	21
New York City	36	2	34	7	26
Philadelphia	33	7	26	8	18
San Diego	35	3	32	20	12
Shelby County (TN)	22	4	18	4	15

— Not available.

¹ Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.

NOTE: In 2022, a new category of "full-time remote student who cannot be assessed" was included in the sample. This category was not included in the denominator when calculating the inclusion/exclusion rates presented in this table. Beginning with the 2017 assessment, NAEP reading results are from a digitally based assessment; prior to 2017, results were from a paper-and-pencil based assessment. DCPS = District of Columbia Public Schools. Beginning in 2009, if the results for charter schools are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education under the Elementary and Secondary Education Act, they are excluded from that district's Trial Urban District Assessment (TUDA) results. Students identified as both SD and EL were counted only once under the combined SD and/or EL category, but were counted separately under the SD and EL categories. SD includes students identified as having either an Individualized Education Program or protection under Section 504 of the Rehabilitation Act of 1973. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–22 Reading Assessments.

Table A-32. Percentage of eighth-grade public school students identified as students with disabilities (SD) and/or English learners (EL) excluded and assessed in NAEP reading, by urban district/jurisdiction: Various years, 2002-22

Urban district/jurisdiction	2002					2003				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	18	6	12	8	4	19	5	13	8	5
Large City ¹ (public)	23	6	17	14	4	24	6	17	12	5
Albuquerque	—	—	—	—	—	—	—	—	—	—
Atlanta	6	2	4	3	1	12	4	8	5	4
Austin	—	—	—	—	—	—	—	—	—	—
Baltimore City	—	—	—	—	—	—	—	—	—	—
Boston	—	—	—	—	—	31	9	21	11	11
Charlotte	—	—	—	—	—	16	4	12	4	7
Chicago	21	6	15	9	7	21	7	13	8	6
Clark County (NV)	—	—	—	—	—	—	—	—	—	—
Cleveland	—	—	—	—	—	24	15	9	2	7
Dallas	—	—	—	—	—	—	—	—	—	—
Denver	—	—	—	—	—	—	—	—	—	—
Detroit	—	—	—	—	—	—	—	—	—	—
District of Columbia (DCPS)	21	7	13	5	8	20	8	12	4	8
Duval County (FL)	—	—	—	—	—	—	—	—	—	—
Fort Worth	—	—	—	—	—	—	—	—	—	—
Fresno	—	—	—	—	—	—	—	—	—	—
Guilford County (NC)	—	—	—	—	—	—	—	—	—	—
Hillsborough County (FL)	—	—	—	—	—	—	—	—	—	—
Houston	27	7	19	19	#	27	10	17	16	#
Jefferson County (KY)	—	—	—	—	—	—	—	—	—	—
Los Angeles	35	5	29	27	2	37	4	33	28	5
Miami-Dade	—	—	—	—	—	—	—	—	—	—
Milwaukee	—	—	—	—	—	—	—	—	—	—
New York City	24	9	15	7	8	22	5	17	4	12
Philadelphia	—	—	—	—	—	—	—	—	—	—
San Diego	—	—	—	—	—	29	3	26	22	3
Shelby County (TN)	—	—	—	—	—	—	—	—	—	—

See notes at end of table.

Table A-32. Percentage of eighth-grade public school students identified as students with disabilities (SD) and/or English learners (EL) excluded and assessed in NAEP reading, by urban district/jurisdiction: Various years, 2002–22—Continued

Urban district/jurisdiction	2005					2007				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	19	5	13	7	6	19	5	13	7	7
Large City ¹ (public)	23	5	18	12	7	24	6	18	10	8
Albuquerque	—	—	—	—	—	—	—	—	—	—
Atlanta	11	4	8	3	5	13	8	5	3	3
Austin	27	12	15	13	2	29	7	22	17	5
Baltimore City	—	—	—	—	—	—	—	—	—	—
Boston	24	6	18	8	10	28	8	20	7	13
Charlotte	18	3	15	6	9	19	5	14	5	9
Chicago	21	5	16	6	10	23	6	17	4	13
Clark County (NV)	—	—	—	—	—	—	—	—	—	—
Cleveland	21	14	7	3	4	24	16	8	2	6
Dallas	—	—	—	—	—	—	—	—	—	—
Denver	—	—	—	—	—	—	—	—	—	—
Detroit	—	—	—	—	—	—	—	—	—	—
District of Columbia (DCPS)	19	8	11	3	9	21	13	8	3	5
Duval County (FL)	—	—	—	—	—	—	—	—	—	—
Fort Worth	—	—	—	—	—	—	—	—	—	—
Fresno	—	—	—	—	—	—	—	—	—	—
Guilford County (NC)	—	—	—	—	—	—	—	—	—	—
Hillsborough County (FL)	—	—	—	—	—	—	—	—	—	—
Houston	24	7	16	13	3	23	9	14	10	4
Jefferson County (KY)	—	—	—	—	—	—	—	—	—	—
Los Angeles	40	5	35	31	4	35	4	32	27	5
Miami-Dade	—	—	—	—	—	—	—	—	—	—
Milwaukee	—	—	—	—	—	—	—	—	—	—
New York City	18	5	13	2	11	23	4	19	2	17
Philadelphia	—	—	—	—	—	—	—	—	—	—
San Diego	31	7	24	18	6	29	4	25	19	6
Shelby County (TN)	—	—	—	—	—	—	—	—	—	—

See notes at end of table.

Table A-32. Percentage of eighth-grade public school students identified as students with disabilities (SD) and/or English learners (EL) excluded and assessed in NAEP reading, by urban district/jurisdiction: Various years, 2002–22—Continued

Urban district/jurisdiction	2009					2011				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	18	4	14	6	8	18	3	14	5	9
Large City ¹ (public)	23	5	18	9	9	22	3	19	8	11
Albuquerque	—	—	—	—	—	25	7	18	9	9
Atlanta	12	3	8	2	7	12	4	9	2	6
Austin	29	9	20	16	4	26	9	17	12	5
Baltimore City	19	13	6	1	5	21	17	4	1	3
Boston	30	14	16	4	12	36	10	26	12	14
Charlotte	17	4	13	4	10	17	2	15	5	10
Chicago	21	5	17	4	12	23	2	21	5	16
Clark County (NV)	—	—	—	—	—	—	—	—	—	—
Cleveland	28	16	12	1	10	31	5	26	1	25
Dallas	—	—	—	—	—	29	6	23	19	5
Denver	—	—	—	—	—	—	—	—	—	—
Detroit	23	7	16	6	10	26	8	18	10	8
District of Columbia (DCPS)	22	14	8	2	6	25	4	21	2	19
Duval County (FL)	—	—	—	—	—	—	—	—	—	—
Fort Worth	—	—	—	—	—	—	—	—	—	—
Fresno	29	2	27	21	5	24	2	22	16	6
Guilford County (NC)	—	—	—	—	—	—	—	—	—	—
Hillsborough County (FL)	—	—	—	—	—	24	2	22	1	21
Houston	22	8	14	9	5	23	6	17	13	4
Jefferson County (KY)	15	8	7	3	4	15	7	8	2	6
Los Angeles	29	3	26	20	6	26	2	24	15	9
Miami-Dade	20	6	13	1	13	20	4	16	1	16
Milwaukee	26	8	18	2	16	33	3	30	2	28
New York City	23	6	17	1	16	26	3	23	1	22
Philadelphia	22	6	16	2	14	26	5	21	1	20
San Diego	25	3	22	16	6	24	1	23	14	9
Shelby County (TN)	—	—	—	—	—	—	—	—	—	—

See notes at end of table.

Table A-32. Percentage of eighth-grade public school students identified as students with disabilities (SD) and/or English learners (EL) excluded and assessed in NAEP reading, by urban district/jurisdiction: Various years, 2002-22—Continued

Urban district/jurisdiction	2013					2015				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	17	2	15	4	11	19	2	17	5	12
Large City ¹ (public)	22	2	19	5	14	24	2	22	8	14
Albuquerque	27	2	25	13	12	27	2	25	12	13
Atlanta	14	1	12	2	11	14	2	12	1	10
Austin	27	3	23	5	18	29	3	25	10	16
Baltimore City	22	16	6	#	5	26	9	16	1	15
Boston	37	3	34	15	19	38	5	33	16	17
Charlotte	17	2	16	6	10	16	2	14	4	10
Chicago	20	2	18	2	17	21	1	20	4	16
Clark County (NV)	—	—	—	—	—	—	—	—	—	—
Cleveland	32	4	28	#	28	32	5	26	2	24
Dallas	29	4	25	10	15	41	4	36	18	18
Denver	—	—	—	—	—	—	—	—	—	—
Detroit	27	6	22	9	13	32	5	27	14	12
District of Columbia (DCPS)	26	3	23	1	22	28	5	23	1	22
Duval County (FL)	—	—	—	—	—	16	2	13	1	12
Fort Worth	—	—	—	—	—	—	—	—	—	—
Fresno	21	3	18	12	6	26	2	23	16	8
Guilford County (NC)	—	—	—	—	—	—	—	—	—	—
Hillsborough County (FL)	22	2	20	#	20	25	2	23	#	23
Houston	25	4	21	8	12	27	4	22	5	17
Jefferson County (KY)	16	4	12	2	9	17	2	14	2	12
Los Angeles	21	3	19	9	10	22	3	20	8	12
Miami-Dade	22	3	19	#	18	22	5	17	#	17
Milwaukee	31	4	27	2	25	—	—	—	—	—
New York City	28	1	27	1	26	26	2	24	1	24
Philadelphia	26	4	22	1	21	24	5	19	3	17
San Diego	24	3	21	11	11	24	3	21	12	9
Shelby County (TN)	—	—	—	—	—	—	—	—	—	—

See notes at end of table.

Table A-32. Percentage of eighth-grade public school students identified as students with disabilities (SD) and/or English learners (EL) excluded and assessed in NAEP reading, by urban district/jurisdiction: Various years, 2002–22—Continued

Urban district/jurisdiction	2017					2019				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	20	2	17	6	11	21	2	19	6	13
Large City ¹ (public)	25	3	22	9	13	26	2	24	9	15
Albuquerque	26	2	24	11	13	30	2	29	14	15
Atlanta	15	1	14	2	12	18	3	15	1	14
Austin	33	2	31	8	23	35	3	33	9	24
Baltimore City	22	4	18	2	16	25	4	21	1	20
Boston	39	6	34	17	16	39	6	34	16	18
Charlotte	18	2	15	10	5	17	3	14	7	7
Chicago	21	2	19	4	15	24	1	23	5	18
Clark County (NV)	24	1	23	18	5	23	1	22	16	6
Cleveland	33	6	27	5	22	32	5	27	5	22
Dallas	53	3	50	25	25	54	4	50	34	16
Denver	39	2	36	28	8	33	2	31	20	11
Detroit	35	8	27	17	10	31	6	26	12	14
District of Columbia (DCPS)	26	5	21	4	17	27	3	24	1	23
Duval County (FL)	18	3	15	3	12	21	2	19	2	16
Fort Worth	30	2	27	17	10	34	1	33	25	9
Fresno	21	2	19	13	6	23	2	21	15	6
Guilford County (NC)	20	2	18	8	10	16	1	15	4	11
Hillsborough County (FL)	25	2	23	2	21	27	2	25	2	24
Houston	28	3	25	11	13	30	2	28	18	10
Jefferson County (KY)	14	3	11	2	9	17	2	15	4	11
Los Angeles	22	3	19	12	7	22	3	20	12	8
Miami-Dade	23	5	19	2	17	25	3	22	1	21
Milwaukee	30	4	26	4	22	31	3	28	3	24
New York City	30	2	27	4	24	30	2	28	3	25
Philadelphia	27	5	21	7	14	28	6	22	7	15
San Diego	22	2	20	15	5	22	4	18	12	5
Shelby County (TN)	20	2	18	3	15	17	2	15	3	12

See notes at end of table.

Table A-32. Percentage of eighth-grade public school students identified as students with disabilities (SD) and/or English learners (EL) excluded and assessed in NAEP reading, by urban district/jurisdiction: Various years, 2002–22—Continued

Urban district/jurisdiction	2022				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	24	2	22	8	14
Large City ¹ (public)	28	2	26	12	14
Albuquerque	40	1	39	24	14
Atlanta	21	3	18	1	17
Austin	41	2	39	15	24
Baltimore City	26	3	23	1	22
Boston	38	6	32	15	17
Charlotte	24	3	22	11	11
Chicago	32	2	30	8	22
Clark County (NV)	21	1	20	14	6
Cleveland	31	4	28	4	23
Dallas	59	3	56	33	23
Denver	37	3	35	21	13
Detroit	32	5	27	16	11
District of Columbia (DCPS)	32	4	28	1	27
Duval County (FL)	25	2	23	2	21
Fort Worth	51	1	50	36	14
Fresno	—	—	—	—	—
Guilford County (NC)	23	1	22	7	15
Hillsborough County (FL)	25	3	22	2	20
Houston	40	4	37	22	14
Jefferson County (KY)	21	2	19	3	16
Los Angeles	24	2	21	12	9
Miami-Dade	24	3	21	2	19
Milwaukee	33	1	31	6	25
New York City	29	1	28	2	26
Philadelphia	32	5	26	7	20
San Diego	27	2	24	15	9
Shelby County (TN)	14	3	12	2	10

— Not available.

Rounds to zero.

¹ Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.

NOTE: In 2022, a new category of "full-time remote student who cannot be assessed" was included in the sample. This category was not included in the denominator when calculating the inclusion/exclusion rates presented in this table. Beginning with the 2017 assessment, NAEP reading results are from a digitally based assessment; prior to 2017, results were from a paper-and-pencil based assessment. DCPS = District of Columbia Public Schools. Beginning in 2009, if the results for charter schools are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education under the Elementary and Secondary Education Act, they are excluded from that district's Trial Urban District Assessment (TUDA) results. Students identified as both SD and EL were counted only once under the combined SD and/or EL category, but were counted separately under the SD and EL categories. SD includes students identified as having either an Individualized Education Program or protection under Section 504 of the Rehabilitation Act of 1973. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–22 Reading Assessments.

Table A-33. Percentage of fourth-grade public school students identified as students with disabilities (SD) excluded and assessed in NAEP reading, by urban district/jurisdiction: Various years, 2002–22

Urban district/jurisdiction	2002					2003				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	13	5	8	4	4	14	5	9	4	5
Large City ¹ (public)	12	5	7	4	3	13	5	8	4	5
Albuquerque	—	—	—	—	—	—	—	—	—	—
Atlanta	5	1	4	3	1	8	2	6	4	3
Austin	—	—	—	—	—	—	—	—	—	—
Baltimore City	—	—	—	—	—	—	—	—	—	—
Boston	—	—	—	—	—	19	4	15	5	10
Charlotte	—	—	—	—	—	16	4	13	4	8
Chicago	16	4	12	8	4	15	6	9	4	5
Clark County (NV)	—	—	—	—	—	—	—	—	—	—
Cleveland	—	—	—	—	—	15	11	4	2	3
Dallas	—	—	—	—	—	—	—	—	—	—
Denver	—	—	—	—	—	—	—	—	—	—
Detroit	—	—	—	—	—	—	—	—	—	—
District of Columbia (DCPS)	14	7	7	3	4	13	5	8	2	6
Duval County (FL)	—	—	—	—	—	—	—	—	—	—
Fort Worth	—	—	—	—	—	—	—	—	—	—
Fresno	—	—	—	—	—	—	—	—	—	—
Guilford County (NC)	—	—	—	—	—	—	—	—	—	—
Hillsborough County (FL)	—	—	—	—	—	—	—	—	—	—
Houston	12	4	8	7	1	18	9	9	8	1
Jefferson County (KY)	—	—	—	—	—	—	—	—	—	—
Los Angeles	11	3	8	5	2	12	3	9	5	4
Miami-Dade	—	—	—	—	—	—	—	—	—	—
Milwaukee	—	—	—	—	—	—	—	—	—	—
New York City	14	5	9	3	6	13	2	11	1	10
Philadelphia	—	—	—	—	—	—	—	—	—	—
San Diego	—	—	—	—	—	13	3	10	8	2
Shelby County (TN)	—	—	—	—	—	—	—	—	—	—

See notes at end of table.

Table A-33. Percentage of fourth-grade public school students identified as students with disabilities (SD) excluded and assessed in NAEP reading, by urban district/jurisdiction: Various years, 2002–22—Continued

Urban district/jurisdiction	2005					2007				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	14	5	9	4	5	14	5	9	3	6
Large City ¹ (public)	13	5	8	3	5	13	5	8	3	5
Albuquerque	—	—	—	—	—	—	—	—	—	—
Atlanta	10	3	7	2	5	10	6	5	3	1
Austin	15	9	6	3	3	14	8	6	2	4
Baltimore City	—	—	—	—	—	—	—	—	—	—
Boston	24	9	15	3	12	21	7	15	3	12
Charlotte	13	3	10	2	7	12	3	10	3	7
Chicago	14	5	9	4	5	12	4	8	4	5
Clark County (NV)	—	—	—	—	—	—	—	—	—	—
Cleveland	16	12	4	1	3	18	15	3	#	3
Dallas	—	—	—	—	—	—	—	—	—	—
Denver	—	—	—	—	—	—	—	—	—	—
Detroit	—	—	—	—	—	—	—	—	—	—
District of Columbia (DCPS)	15	7	9	2	7	15	11	4	1	3
Duval County (FL)	—	—	—	—	—	—	—	—	—	—
Fort Worth	—	—	—	—	—	—	—	—	—	—
Fresno	—	—	—	—	—	—	—	—	—	—
Guilford County (NC)	—	—	—	—	—	—	—	—	—	—
Hillsborough County (FL)	—	—	—	—	—	—	—	—	—	—
Houston	12	7	5	3	2	11	6	5	3	2
Jefferson County (KY)	—	—	—	—	—	—	—	—	—	—
Los Angeles	9	2	6	2	4	11	2	8	3	5
Miami-Dade	—	—	—	—	—	—	—	—	—	—
Milwaukee	—	—	—	—	—	—	—	—	—	—
New York City	14	3	11	1	10	15	3	12	1	11
Philadelphia	—	—	—	—	—	—	—	—	—	—
San Diego	13	3	11	6	5	14	3	11	5	6
Shelby County (TN)	—	—	—	—	—	—	—	—	—	—

See notes at end of table.

Table A-33. Percentage of fourth-grade public school students identified as students with disabilities (SD) excluded and assessed in NAEP reading, by urban district/jurisdiction: Various years, 2002–22—Continued

Urban district/jurisdiction	2009					2011				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	13	4	10	3	7	13	3	10	3	7
Large City ¹ (public)	13	4	9	2	7	13	3	10	2	8
Albuquerque	—	—	—	—	—	15	4	11	3	8
Atlanta	10	2	8	3	6	9	3	6	1	5
Austin	16	9	7	3	4	15	9	6	2	4
Baltimore City	18	13	5	1	4	19	15	3	1	3
Boston	22	7	15	3	12	21	6	16	2	14
Charlotte	12	2	11	3	8	11	1	9	2	7
Chicago	14	3	11	3	8	15	1	13	4	10
Clark County (NV)	—	—	—	—	—	—	—	—	—	—
Cleveland	20	14	5	#	5	22	5	17	1	16
Dallas	—	—	—	—	—	8	5	4	1	3
Denver	—	—	—	—	—	—	—	—	—	—
Detroit	15	5	10	4	6	15	7	8	3	5
District of Columbia (DCPS)	15	11	4	1	3	16	3	13	#	13
Duval County (FL)	—	—	—	—	—	—	—	—	—	—
Fort Worth	—	—	—	—	—	—	—	—	—	—
Fresno	11	4	6	3	3	10	2	7	1	6
Guilford County (NC)	—	—	—	—	—	—	—	—	—	—
Hillsborough County (FL)	—	—	—	—	—	17	2	15	3	12
Houston	7	4	3	1	2	8	4	5	2	3
Jefferson County (KY)	15	5	10	5	5	15	6	8	4	4
Los Angeles	10	2	9	3	5	12	2	10	1	9
Miami-Dade	13	2	10	2	9	12	2	10	1	9
Milwaukee	19	7	12	2	10	20	2	18	1	17
New York City	19	4	15	1	14	17	1	16	1	15
Philadelphia	15	5	10	2	9	16	3	13	1	12
San Diego	13	4	10	4	6	11	3	8	1	7
Shelby County (TN)	—	—	—	—	—	—	—	—	—	—

See notes at end of table.

Table A-33. Percentage of fourth-grade public school students identified as students with disabilities (SD) excluded and assessed in NAEP reading, by urban district/jurisdiction: Various years, 2002–22—Continued

Urban district/jurisdiction	2013					2015				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	14	2	12	2	9	14	2	13	3	10
Large City ¹ (public)	13	2	11	2	9	14	2	12	2	10
Albuquerque	16	1	15	3	12	17	1	15	5	10
Atlanta	10	1	9	2	7	10	2	8	1	7
Austin	15	3	12	1	11	17	3	14	2	12
Baltimore City	18	14	4	1	3	17	7	10	1	9
Boston	21	3	18	1	17	22	4	18	1	16
Charlotte	11	1	11	2	8	10	1	9	2	7
Chicago	13	1	12	2	10	14	1	13	1	12
Clark County (NV)	—	—	—	—	—	—	—	—	—	—
Cleveland	22	4	18	#	17	21	4	18	1	17
Dallas	10	3	6	1	5	8	4	5	1	4
Denver	—	—	—	—	—	—	—	—	—	—
Detroit	15	5	10	3	8	15	5	10	3	7
District of Columbia (DCPS)	15	2	13	1	12	13	1	12	#	12
Duval County (FL)	—	—	—	—	—	17	3	15	3	12
Fort Worth	—	—	—	—	—	—	—	—	—	—
Fresno	9	2	7	1	6	10	1	8	2	6
Guilford County (NC)	—	—	—	—	—	—	—	—	—	—
Hillsborough County (FL)	19	1	18	2	16	20	1	18	2	16
Houston	8	3	6	1	5	10	2	8	1	7
Jefferson County (KY)	13	4	10	4	5	13	3	10	4	6
Los Angeles	9	2	8	#	7	13	2	10	2	8
Miami-Dade	11	2	9	1	8	10	2	8	#	8
Milwaukee	20	4	17	2	15	—	—	—	—	—
New York City	18	1	17	1	16	22	1	21	#	21
Philadelphia	16	3	13	1	11	16	4	12	1	10
San Diego	11	2	9	1	7	12	2	10	3	8
Shelby County (TN)	—	—	—	—	—	—	—	—	—	—

See notes at end of table.

Table A-33. Percentage of fourth-grade public school students identified as students with disabilities (SD) excluded and assessed in NAEP reading, by urban district/jurisdiction: Various years, 2002–22—Continued

Urban district/jurisdiction	2017					2019				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	15	2	13	4	9	16	2	14	3	11
Large City ¹ (public)	14	2	12	3	9	16	2	14	3	11
Albuquerque	17	1	16	5	11	21	1	20	7	13
Atlanta	13	2	12	1	11	16	1	15	2	13
Austin	19	2	17	2	15	23	3	20	1	19
Baltimore City	17	4	13	1	12	17	2	15	1	14
Boston	21	3	19	1	17	23	3	20	3	17
Charlotte	11	1	10	4	6	11	2	10	1	8
Chicago	16	2	14	1	12	15	1	13	1	12
Clark County (NV)	11	1	10	6	4	11	1	10	6	4
Cleveland	22	4	18	3	15	22	3	19	1	18
Dallas	10	3	6	1	6	14	2	11	#	11
Denver	11	1	10	4	5	12	2	10	1	8
Detroit	15	4	11	5	6	14	4	10	4	6
District of Columbia (DCPS)	15	2	13	2	11	17	2	15	1	14
Duval County (FL)	17	2	14	3	12	22	2	20	2	18
Fort Worth	13	3	10	2	8	15	2	13	3	11
Fresno	10	1	9	5	4	12	2	10	3	7
Guilford County (NC)	16	2	14	7	7	15	1	14	5	9
Hillsborough County (FL)	17	2	15	2	13	21	2	20	3	16
Houston	8	2	6	1	5	9	2	8	1	7
Jefferson County (KY)	14	3	10	4	6	14	2	12	3	9
Los Angeles	12	2	10	6	4	13	2	10	4	7
Miami-Dade	11	2	9	1	8	14	2	13	1	12
Milwaukee	18	2	15	3	12	22	3	19	4	16
New York City	21	2	19	1	18	24	4	20	2	18
Philadelphia	17	5	12	2	10	17	5	12	2	10
San Diego	13	2	11	4	7	16	2	14	2	11
Shelby County (TN)	11	3	8	2	5	9	2	8	2	6

See notes at end of table.

Table A-33. Percentage of fourth-grade public school students identified as students with disabilities (SD) excluded and assessed in NAEP reading, by urban district/jurisdiction: Various years, 2002–22—Continued

Urban district/jurisdiction	2022				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	16	2	15	4	11
Large City ¹ (public)	17	2	15	3	12
Albuquerque	22	1	21	6	14
Atlanta	13	3	10	1	9
Austin	24	3	21	3	18
Baltimore City	15	2	14	2	12
Boston	21	4	17	4	13
Charlotte	11	1	10	3	7
Chicago	14	2	12	1	11
Clark County (NV)	13	1	12	7	5
Cleveland	21	2	19	1	18
Dallas	19	2	17	#	16
Denver	13	2	11	3	8
Detroit	13	4	9	3	6
District of Columbia (DCPS)	17	4	13	1	12
Duval County (FL)	23	2	21	3	18
Fort Worth	19	3	16	2	13
Fresno	—	—	—	—	—
Guilford County (NC)	13	2	11	4	7
Hillsborough County (FL)	20	2	19	4	15
Houston	11	2	9	1	7
Jefferson County (KY)	15	4	11	3	8
Los Angeles	12	1	11	3	8
Miami-Dade	15	1	13	1	12
Milwaukee	20	1	18	3	15
New York City	22	1	21	2	20
Philadelphia	20	4	16	3	13
San Diego	16	2	14	4	10
Shelby County (TN)	11	3	8	2	6

— Not available.

Rounds to zero.

¹ Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.

NOTE: In 2022, a new category of "full-time remote student who cannot be assessed" was included in the sample. This category was not included in the denominator when calculating the inclusion/exclusion rates presented in this table. Beginning with the 2017 assessment, NAEP reading results are from a digitally based assessment; prior to 2017, results were from a paper-and-pencil based assessment. DCPS = District of Columbia Public Schools. Beginning in 2009, if the results for charter schools are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education under the Elementary and Secondary Education Act, they are excluded from that district's Trial Urban District Assessment (TUDA) results. Students identified as both SD and EL were counted only once under the combined SD and/or EL category, but were counted separately under the SD and EL categories. SD includes students identified as having either an Individualized Education Program or protection under Section 504 of the Rehabilitation Act of 1973. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–22 Reading Assessments.

Table A-34. Percentage of eighth-grade public school students identified as students with disabilities (SD) excluded and assessed in NAEP reading, by urban district/jurisdiction: Various years, 2002-22

Urban district/jurisdiction	2002					2003				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	13	5	8	5	4	14	4	10	5	5
Large City ¹ (public)	13	4	9	6	3	14	4	10	5	5
Albuquerque	—	—	—	—	—	—	—	—	—	—
Atlanta	5	1	4	3	1	11	3	8	4	3
Austin	—	—	—	—	—	—	—	—	—	—
Baltimore City	—	—	—	—	—	—	—	—	—	—
Boston	—	—	—	—	—	20	5	16	6	9
Charlotte	—	—	—	—	—	13	3	9	3	7
Chicago	15	3	12	6	6	16	5	11	5	6
Clark County (NV)	—	—	—	—	—	—	—	—	—	—
Cleveland	—	—	—	—	—	20	12	8	2	6
Dallas	—	—	—	—	—	—	—	—	—	—
Denver	—	—	—	—	—	—	—	—	—	—
Detroit	—	—	—	—	—	—	—	—	—	—
District of Columbia (DCPS)	16	6	11	4	7	16	6	10	3	7
Duval County (FL)	—	—	—	—	—	—	—	—	—	—
Fort Worth	—	—	—	—	—	—	—	—	—	—
Fresno	—	—	—	—	—	—	—	—	—	—
Guilford County (NC)	—	—	—	—	—	—	—	—	—	—
Hillsborough County (FL)	—	—	—	—	—	—	—	—	—	—
Houston	15	5	10	10	#	18	7	11	11	#
Jefferson County (KY)	—	—	—	—	—	—	—	—	—	—
Los Angeles	12	3	10	7	2	13	3	10	5	5
Miami-Dade	—	—	—	—	—	—	—	—	—	—
Milwaukee	—	—	—	—	—	—	—	—	—	—
New York City	14	6	8	3	5	14	2	12	2	10
Philadelphia	—	—	—	—	—	—	—	—	—	—
San Diego	—	—	—	—	—	11	1	9	7	3
Shelby County (TN)	—	—	—	—	—	—	—	—	—	—

See notes at end of table.

Table A-34. Percentage of eighth-grade public school students identified as students with disabilities (SD) excluded and assessed in NAEP reading, by urban district/jurisdiction: Various years, 2002–22—Continued

Urban district/jurisdiction	2005					2007				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	13	4	9	3	6	13	5	9	3	6
Large City ¹ (public)	12	4	9	3	5	13	4	9	3	6
Albuquerque	—	—	—	—	—	—	—	—	—	—
Atlanta	10	3	7	2	5	12	7	4	2	2
Austin	15	8	7	5	2	17	5	12	7	5
Baltimore City	—	—	—	—	—	—	—	—	—	—
Boston	17	5	12	3	9	21	6	15	2	12
Charlotte	11	1	9	2	7	11	2	9	2	7
Chicago	16	3	13	4	10	19	4	14	2	12
Clark County (NV)	—	—	—	—	—	—	—	—	—	—
Cleveland	18	12	6	2	4	20	15	5	1	4
Dallas	—	—	—	—	—	—	—	—	—	—
Denver	—	—	—	—	—	—	—	—	—	—
Detroit	—	—	—	—	—	—	—	—	—	—
District of Columbia (DCPS)	16	6	10	2	8	18	12	6	2	4
Duval County (FL)	—	—	—	—	—	—	—	—	—	—
Fort Worth	—	—	—	—	—	—	—	—	—	—
Fresno	—	—	—	—	—	—	—	—	—	—
Guilford County (NC)	—	—	—	—	—	—	—	—	—	—
Hillsborough County (FL)	—	—	—	—	—	—	—	—	—	—
Houston	13	5	8	6	2	13	6	7	3	4
Jefferson County (KY)	—	—	—	—	—	—	—	—	—	—
Los Angeles	12	3	9	5	3	11	2	9	4	5
Miami-Dade	—	—	—	—	—	—	—	—	—	—
Milwaukee	—	—	—	—	—	—	—	—	—	—
New York City	10	2	8	1	8	15	1	13	1	12
Philadelphia	—	—	—	—	—	—	—	—	—	—
San Diego	12	4	9	5	4	12	3	8	4	5
Shelby County (TN)	—	—	—	—	—	—	—	—	—	—

See notes at end of table.

Table A-34. Percentage of eighth-grade public school students identified as students with disabilities (SD) excluded and assessed in NAEP reading, by urban district/jurisdiction: Various years, 2002–22—Continued

Urban district/jurisdiction	2009					2011				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	13	4	9	2	7	13	3	10	2	8
Large City ¹ (public)	13	4	9	2	7	12	3	10	2	8
Albuquerque	—	—	—	—	—	15	4	11	3	8
Atlanta	11	3	8	2	7	11	3	8	2	6
Austin	17	7	10	6	4	13	7	7	2	4
Baltimore City	19	13	6	1	5	19	16	3	#	3
Boston	22	8	14	2	12	20	5	14	1	14
Charlotte	11	2	9	1	7	11	2	9	2	7
Chicago	16	3	13	2	11	18	2	17	3	13
Clark County (NV)	—	—	—	—	—	—	—	—	—	—
Cleveland	23	14	9	1	8	25	5	20	#	20
Dallas	—	—	—	—	—	9	4	4	1	3
Denver	—	—	—	—	—	—	—	—	—	—
Detroit	17	5	12	2	10	18	8	10	2	8
District of Columbia (DCPS)	18	13	5	1	4	20	3	17	1	16
Duval County (FL)	—	—	—	—	—	—	—	—	—	—
Fort Worth	—	—	—	—	—	—	—	—	—	—
Fresno	11	2	8	3	5	9	2	7	1	6
Guilford County (NC)	—	—	—	—	—	—	—	—	—	—
Hillsborough County (FL)	—	—	—	—	—	16	1	15	1	14
Houston	12	6	7	2	4	12	5	7	3	3
Jefferson County (KY)	12	6	6	2	4	11	5	6	1	6
Los Angeles	11	2	9	3	6	12	2	10	2	8
Miami-Dade	12	2	10	#	10	11	1	9	#	9
Milwaukee	21	6	15	1	14	21	3	18	#	17
New York City	15	3	12	#	12	17	1	15	#	15
Philadelphia	17	5	11	1	10	17	3	14	1	14
San Diego	12	2	10	4	6	14	1	12	4	8
Shelby County (TN)	—	—	—	—	—	—	—	—	—	—

See notes at end of table.

Table A-34. Percentage of eighth-grade public school students identified as students with disabilities (SD) excluded and assessed in NAEP reading, by urban district/jurisdiction: Various years, 2002–22—Continued

Urban district/jurisdiction	2013					2015				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	13	2	11	2	9	13	2	12	2	10
Large City ¹ (public)	13	2	11	1	10	14	2	12	2	11
Albuquerque	16	1	15	7	8	17	2	15	5	10
Atlanta	12	1	11	1	10	12	2	10	1	9
Austin	15	3	12	1	11	16	2	14	1	12
Baltimore City	21	15	5	#	5	20	7	13	1	13
Boston	20	2	18	#	17	20	3	17	#	16
Charlotte	11	1	10	2	8	9	1	9	1	7
Chicago	15	1	14	1	14	16	1	15	1	14
Clark County (NV)	—	—	—	—	—	—	—	—	—	—
Cleveland	26	3	23	#	23	26	4	21	#	21
Dallas	9	2	7	#	6	10	3	7	#	7
Denver	—	—	—	—	—	—	—	—	—	—
Detroit	17	5	12	1	10	19	5	14	1	12
District of Columbia (DCPS)	20	1	19	#	18	20	1	19	#	18
Duval County (FL)	—	—	—	—	—	12	1	10	1	9
Fort Worth	—	—	—	—	—	—	—	—	—	—
Fresno	10	3	6	1	6	11	2	9	2	7
Guilford County (NC)	—	—	—	—	—	—	—	—	—	—
Hillsborough County (FL)	15	1	14	#	14	17	1	16	#	16
Houston	10	3	7	2	5	11	3	8	#	8
Jefferson County (KY)	12	4	8	1	7	12	2	10	#	10
Los Angeles	12	2	10	1	9	14	2	12	2	11
Miami-Dade	10	1	10	#	9	10	2	8	#	8
Milwaukee	24	4	20	1	19	—	—	—	—	—
New York City	17	1	16	#	16	19	1	18	#	18
Philadelphia	20	3	17	1	16	18	3	15	1	14
San Diego	14	2	12	3	9	12	2	10	3	7
Shelby County (TN)	—	—	—	—	—	—	—	—	—	—

See notes at end of table.

Table A-34. Percentage of eighth-grade public school students identified as students with disabilities (SD) excluded and assessed in NAEP reading, by urban district/jurisdiction: Various years, 2002–22—Continued

Urban district/jurisdiction	2017					2019				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	14	2	12	3	9	15	1	13	2	11
Large City ¹ (public)	14	2	12	3	9	14	1	13	2	11
Albuquerque	19	1	17	7	10	20	1	19	7	12
Atlanta	13	1	12	1	11	16	2	13	1	13
Austin	17	1	15	1	14	18	2	16	1	15
Baltimore City	19	4	16	1	15	20	3	17	#	17
Boston	20	3	17	2	15	20	3	17	1	16
Charlotte	10	1	9	5	4	9	1	9	3	6
Chicago	15	1	14	1	13	16	1	15	1	14
Clark County (NV)	10	#	10	6	4	11	1	10	6	4
Cleveland	24	5	19	3	16	23	4	18	1	17
Dallas	11	2	9	1	8	11	3	8	2	6
Denver	12	2	10	4	6	11	1	10	2	8
Detroit	18	6	12	2	9	19	6	13	2	11
District of Columbia (DCPS)	18	2	15	2	13	18	2	16	1	16
Duval County (FL)	14	2	11	2	9	16	1	15	1	14
Fort Worth	11	2	8	2	6	11	1	10	5	5
Fresno	10	1	9	3	6	12	1	10	5	5
Guilford County (NC)	16	2	14	6	8	13	1	12	2	10
Hillsborough County (FL)	17	1	16	1	15	19	2	18	1	17
Houston	10	2	8	1	6	10	1	8	1	7
Jefferson County (KY)	10	2	8	1	7	11	2	10	1	9
Los Angeles	13	2	11	5	6	13	2	11	5	7
Miami-Dade	11	2	9	1	9	12	1	11	#	11
Milwaukee	22	4	19	2	17	22	3	19	1	18
New York City	19	1	18	2	16	21	1	20	1	19
Philadelphia	18	4	14	3	11	18	4	13	2	12
San Diego	12	1	11	6	4	14	3	11	7	5
Shelby County (TN)	16	2	14	3	12	12	2	10	1	9

See notes at end of table.

Table A-34. Percentage of eighth-grade public school students identified as students with disabilities (SD) excluded and assessed in NAEP reading, by urban district/jurisdiction: Various years, 2002–22—Continued

Urban district/jurisdiction	2022				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	16	1	14	3	12
Large City ¹ (public)	15	1	13	2	11
Albuquerque	24	1	23	10	13
Atlanta	19	3	16	1	15
Austin	21	2	20	2	17
Baltimore City	20	2	18	#	17
Boston	22	3	19	3	16
Charlotte	11	1	10	2	8
Chicago	17	1	15	1	14
Clark County (NV)	10	1	9	5	3
Cleveland	24	3	21	2	19
Dallas	14	2	12	1	11
Denver	15	2	13	3	11
Detroit	17	5	12	1	11
District of Columbia (DCPS)	21	3	18	#	18
Duval County (FL)	20	2	18	1	17
Fort Worth	15	1	13	2	11
Fresno	—	—	—	—	—
Guilford County (NC)	14	1	13	1	11
Hillsborough County (FL)	19	2	18	2	16
Houston	10	2	8	1	7
Jefferson County (KY)	13	2	11	1	10
Los Angeles	14	1	12	5	7
Miami-Dade	14	2	12	#	11
Milwaukee	18	1	17	2	15
New York City	21	1	20	1	19
Philadelphia	19	3	15	2	14
San Diego	16	2	14	5	9
Shelby County (TN)	9	2	7	#	7

— Not available.

Rounds to zero.

¹ Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.

NOTE: In 2022, a new category of "full-time remote student who cannot be assessed" was included in the sample. This category was not included in the denominator when calculating the inclusion/exclusion rates presented in this table. Beginning with the 2017 assessment, NAEP reading results are from a digitally based assessment; prior to 2017, results were from a paper-and-pencil based assessment. DCPS = District of Columbia Public Schools. Beginning in 2009, if the results for charter schools are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education under the Elementary and Secondary Education Act, they are excluded from that district's Trial Urban District Assessment (TUDA) results. Students identified as both SD and EL were counted only once under the combined SD and/or EL category, but were counted separately under the SD and EL categories. SD includes students identified as having either an Individualized Education Program or protection under Section 504 of the Rehabilitation Act of 1973. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–22 Reading Assessments.

Table A-35. Percentage of fourth-grade public school students identified as English learners (EL) excluded and assessed in NAEP reading, by urban district/jurisdiction: Various years, 2002–22

Urban district/jurisdiction	2002					2003				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	9	2	7	6	1	10	2	8	7	1
Large City ¹ (public)	19	5	15	13	1	21	5	16	14	2
Albuquerque	—	—	—	—	—	—	—	—	—	—
Atlanta	4	1	3	3	#	2	1	2	1	1
Austin	—	—	—	—	—	—	—	—	—	—
Baltimore City	—	—	—	—	—	—	—	—	—	—
Boston	—	—	—	—	—	18	6	12	9	3
Charlotte	—	—	—	—	—	10	3	7	2	4
Chicago	19	7	12	9	2	21	6	15	13	1
Clark County (NV)	—	—	—	—	—	—	—	—	—	—
Cleveland	—	—	—	—	—	3	2	2	1	1
Dallas	—	—	—	—	—	—	—	—	—	—
Denver	—	—	—	—	—	—	—	—	—	—
Detroit	—	—	—	—	—	—	—	—	—	—
District of Columbia (DCPS)	7	3	4	3	2	7	1	6	2	4
Duval County (FL)	—	—	—	—	—	—	—	—	—	—
Fort Worth	—	—	—	—	—	—	—	—	—	—
Fresno	—	—	—	—	—	—	—	—	—	—
Guilford County (NC)	—	—	—	—	—	—	—	—	—	—
Hillsborough County (FL)	—	—	—	—	—	—	—	—	—	—
Houston	36	16	20	20	#	33	20	14	14	#
Jefferson County (KY)	—	—	—	—	—	—	—	—	—	—
Los Angeles	46	6	40	38	1	56	5	50	47	3
Miami-Dade	—	—	—	—	—	—	—	—	—	—
Milwaukee	—	—	—	—	—	—	—	—	—	—
New York City	11	6	6	3	3	11	5	6	2	3
Philadelphia	—	—	—	—	—	—	—	—	—	—
San Diego	—	—	—	—	—	35	4	31	29	2
Shelby County (TN)	—	—	—	—	—	—	—	—	—	—

See notes at end of table.

Table A-35. Percentage of fourth-grade public school students identified as English learners (EL) excluded and assessed in NAEP reading, by urban district/jurisdiction: Various years, 2002–22—Continued

Urban district/jurisdiction	2005					2007				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	11	2	8	7	2	11	2	9	7	2
Large City ¹ (public)	22	4	17	14	3	22	4	18	14	4
Albuquerque	—	—	—	—	—	—	—	—	—	—
Atlanta	1	1	1	1	#	3	2	1	1	#
Austin	27	14	12	12	#	32	14	17	16	1
Baltimore City	—	—	—	—	—	—	—	—	—	—
Boston	14	4	10	8	2	29	4	24	21	3
Charlotte	9	2	7	4	3	11	2	9	4	5
Chicago	17	4	13	11	1	21	4	16	13	3
Clark County (NV)	—	—	—	—	—	—	—	—	—	—
Cleveland	5	2	3	2	1	7	3	3	1	2
Dallas	—	—	—	—	—	—	—	—	—	—
Denver	—	—	—	—	—	—	—	—	—	—
Detroit	—	—	—	—	—	—	—	—	—	—
District of Columbia (DCPS)	6	1	4	2	3	9	4	5	1	4
Duval County (FL)	—	—	—	—	—	—	—	—	—	—
Fort Worth	—	—	—	—	—	—	—	—	—	—
Fresno	—	—	—	—	—	—	—	—	—	—
Guilford County (NC)	—	—	—	—	—	—	—	—	—	—
Hillsborough County (FL)	—	—	—	—	—	—	—	—	—	—
Houston	36	19	17	16	1	37	13	24	23	1
Jefferson County (KY)	—	—	—	—	—	—	—	—	—	—
Los Angeles	56	5	51	48	4	48	2	46	41	5
Miami-Dade	—	—	—	—	—	—	—	—	—	—
Milwaukee	—	—	—	—	—	—	—	—	—	—
New York City	12	5	8	1	7	18	3	14	1	13
Philadelphia	—	—	—	—	—	—	—	—	—	—
San Diego	36	4	33	30	2	42	3	40	36	3
Shelby County (TN)	—	—	—	—	—	—	—	—	—	—

See notes at end of table.

Table A-35. Percentage of fourth-grade public school students identified as English learners (EL) excluded and assessed in NAEP reading, by urban district/jurisdiction: Various years, 2002–22—Continued

Urban district/jurisdiction	2009					2011				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	11	2	9	6	3	11	1	10	7	4
Large City ¹ (public)	21	4	17	12	5	22	3	20	13	7
Albuquerque	—	—	—	—	—	18	2	16	10	6
Atlanta	2	1	1	#	1	2	1	1	#	1
Austin	32	13	19	19	1	33	10	23	22	1
Baltimore City	1	#	1	1	#	3	2	1	#	1
Boston	18	3	14	11	3	36	4	32	27	5
Charlotte	8	1	7	2	4	11	1	10	6	4
Chicago	12	2	9	4	5	18	1	16	5	11
Clark County (NV)	—	—	—	—	—	—	—	—	—	—
Cleveland	7	4	3	1	2	7	1	6	1	5
Dallas	—	—	—	—	—	50	15	34	34	1
Denver	—	—	—	—	—	—	—	—	—	—
Detroit	7	#	6	5	2	12	1	11	11	#
District of Columbia (DCPS)	8	2	6	1	5	8	1	7	#	7
Duval County (FL)	—	—	—	—	—	—	—	—	—	—
Fort Worth	—	—	—	—	—	—	—	—	—	—
Fresno	30	2	28	27	1	30	1	29	27	2
Guilford County (NC)	—	—	—	—	—	—	—	—	—	—
Hillsborough County (FL)	—	—	—	—	—	17	1	16	#	16
Houston	38	16	22	21	1	38	12	26	25	1
Jefferson County (KY)	4	3	1	1	1	5	3	1	1	1
Los Angeles	41	1	40	36	3	34	1	33	27	6
Miami-Dade	10	5	5	1	4	17	2	15	#	14
Milwaukee	12	3	10	3	7	15	#	14	1	13
New York City	16	3	13	1	12	17	2	15	1	15
Philadelphia	8	2	6	1	5	8	#	7	1	6
San Diego	35	2	33	30	4	36	1	35	32	3
Shelby County (TN)	—	—	—	—	—	—	—	—	—	—

See notes at end of table.

Table A-35. Percentage of fourth-grade public school students identified as English learners (EL) excluded and assessed in NAEP reading, by urban district/jurisdiction: Various years, 2002–22—Continued

Urban district/jurisdiction	2013					2015				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	11	1	10	5	5	12	1	11	6	5
Large City ¹ (public)	20	2	18	9	9	20	2	18	10	8
Albuquerque	20	#	20	10	9	21	2	19	9	11
Atlanta	3	#	3	#	3	3	#	3	#	3
Austin	34	2	32	13	20	38	2	35	15	21
Baltimore City	4	2	2	#	1	5	1	4	1	3
Boston	36	2	34	27	8	33	2	30	25	5
Charlotte	8	#	7	3	4	11	2	9	5	4
Chicago	15	1	14	2	11	15	1	14	6	8
Clark County (NV)	—	—	—	—	—	—	—	—	—	—
Cleveland	8	1	7	#	6	9	2	7	1	6
Dallas	52	15	36	15	21	51	4	47	26	21
Denver	—	—	—	—	—	—	—	—	—	—
Detroit	17	1	16	9	7	15	1	14	13	1
District of Columbia (DCPS)	8	1	7	1	7	7	1	6	1	4
Duval County (FL)	—	—	—	—	—	4	1	3	#	3
Fort Worth	—	—	—	—	—	—	—	—	—	—
Fresno	27	1	26	24	2	27	1	27	24	3
Guilford County (NC)	—	—	—	—	—	—	—	—	—	—
Hillsborough County (FL)	10	#	9	#	9	12	1	12	#	11
Houston	40	5	36	15	21	41	4	37	16	22
Jefferson County (KY)	5	2	3	1	2	9	2	6	3	3
Los Angeles	28	1	27	20	7	31	2	29	24	6
Miami-Dade	25	3	21	#	21	22	4	18	#	18
Milwaukee	13	1	13	1	12	—	—	—	—	—
New York City	16	1	15	#	15	14	2	12	#	12
Philadelphia	7	1	6	1	5	9	1	8	3	5
San Diego	33	1	32	26	6	39	3	36	32	4
Shelby County (TN)	—	—	—	—	—	—	—	—	—	—

See notes at end of table.

Table A-35. Percentage of fourth-grade public school students identified as English learners (EL) excluded and assessed in NAEP reading, by urban district/jurisdiction: Various years, 2002–22—Continued

Urban district/jurisdiction	2017					2019				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	12	1	11	7	5	13	1	12	7	5
Large City ¹ (public)	20	2	18	10	8	21	1	19	10	9
Albuquerque	18	1	17	9	8	23	#	23	11	12
Atlanta	3	#	3	#	2	6	#	6	1	5
Austin	36	2	34	14	20	36	2	34	11	22
Baltimore City	6	2	4	1	4	9	1	8	1	7
Boston	34	4	31	24	6	35	3	32	23	9
Charlotte	9	1	8	5	3	18	1	17	13	4
Chicago	18	2	16	5	11	25	1	24	10	14
Clark County (NV)	20	1	19	14	5	23	1	22	17	5
Cleveland	11	2	9	4	5	10	#	10	3	7
Dallas	54	28	26	13	13	51	3	48	30	18
Denver	39	4	35	30	5	38	5	33	27	6
Detroit	17	1	16	14	2	16	#	16	13	3
District of Columbia (DCPS)	10	2	8	3	5	16	1	15	1	13
Duval County (FL)	6	1	5	1	4	6	1	5	#	5
Fort Worth	43	2	41	27	14	44	1	43	33	10
Fresno	25	1	24	22	2	25	1	25	21	4
Guilford County (NC)	6	#	6	3	2	14	#	14	7	7
Hillsborough County (FL)	11	1	10	#	10	11	1	10	#	10
Houston	41	2	39	20	20	41	1	40	23	17
Jefferson County (KY)	7	2	6	2	4	13	3	10	3	7
Los Angeles	30	2	28	23	5	25	2	23	16	7
Miami-Dade	18	4	14	2	12	23	2	20	1	20
Milwaukee	16	1	16	4	12	13	1	12	4	8
New York City	15	2	13	3	11	16	2	14	3	11
Philadelphia	11	1	10	4	6	15	2	13	8	5
San Diego	33	2	32	25	7	29	1	28	20	8
Shelby County (TN)	8	1	8	1	6	10	#	9	2	8

See notes at end of table.

Table A-35. Percentage of fourth-grade public school students identified as English learners (EL) excluded and assessed in NAEP reading, by urban district/jurisdiction: Various years, 2002–22—Continued

Urban district/jurisdiction	2022				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	15	1	14	9	5
Large City ¹ (public)	23	2	22	12	10
Albuquerque	22	1	22	15	7
Atlanta	5	1	4	2	2
Austin	36	4	33	19	14
Baltimore City	19	2	17	3	14
Boston	37	4	33	24	9
Charlotte	24	1	23	19	5
Chicago	29	1	28	13	16
Clark County (NV)	23	1	22	18	4
Cleveland	11	#	11	1	9
Dallas	56	3	53	23	30
Denver	39	2	36	28	8
Detroit	14	#	14	13	1
District of Columbia (DCPS)	21	2	19	2	16
Duval County (FL)	8	#	8	1	7
Fort Worth	44	1	43	35	8
Fresno	—	—	—	—	—
Guilford County (NC)	17	#	17	9	8
Hillsborough County (FL)	12	2	10	1	9
Houston	48	1	48	28	19
Jefferson County (KY)	19	3	16	5	11
Los Angeles	26	2	25	18	7
Miami-Dade	20	2	18	2	16
Milwaukee	18	1	17	9	8
New York City	18	2	16	6	10
Philadelphia	15	3	12	6	6
San Diego	24	2	22	17	5
Shelby County (TN)	12	1	11	2	10

— Not available.

Rounds to zero.

¹ Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.

NOTE: In 2022, a new category of "full-time remote student who cannot be assessed" was included in the sample. This category was not included in the denominator when calculating the inclusion/exclusion rates presented in this table. Beginning with the 2017 assessment, NAEP reading results are from a digitally based assessment; prior to 2017, results were from a paper-and-pencil based assessment. DCPS = District of Columbia Public Schools. Beginning in 2009, if the results for charter schools are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education under the Elementary and Secondary Education Act, they are excluded from that district's Trial Urban District Assessment (TUDA) results. Students identified as both SD and EL were counted only once under the combined SD and/or EL category, but were counted separately under the SD and EL categories. SD includes students identified as having either an Individualized Education Program or protection under Section 504 of the Rehabilitation Act of 1973. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–22 Reading Assessments.

Table A-36. Percentage of eighth-grade public school students identified as English learners (EL) excluded and assessed in NAEP reading, by urban district/jurisdiction: Various years, 2002–22

Urban district/jurisdiction	2002					2003				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	6	2	4	4	1	6	2	5	4	1
Large City ¹ (public)	13	3	10	9	1	13	3	10	8	2
Albuquerque	—	—	—	—	—	—	—	—	—	—
Atlanta	1	#	1	1	#	2	1	1	1	#
Austin	—	—	—	—	—	—	—	—	—	—
Baltimore City	—	—	—	—	—	—	—	—	—	—
Boston	—	—	—	—	—	15	7	8	5	3
Charlotte	—	—	—	—	—	6	1	5	3	2
Chicago	8	4	4	3	1	7	3	4	3	1
Clark County (NV)	—	—	—	—	—	—	—	—	—	—
Cleveland	—	—	—	—	—	6	5	1	#	1
Dallas	—	—	—	—	—	—	—	—	—	—
Denver	—	—	—	—	—	—	—	—	—	—
Detroit	—	—	—	—	—	—	—	—	—	—
District of Columbia (DCPS)	5	2	3	1	2	5	2	3	2	1
Duval County (FL)	—	—	—	—	—	—	—	—	—	—
Fort Worth	—	—	—	—	—	—	—	—	—	—
Fresno	—	—	—	—	—	—	—	—	—	—
Guilford County (NC)	—	—	—	—	—	—	—	—	—	—
Hillsborough County (FL)	—	—	—	—	—	—	—	—	—	—
Houston	16	4	12	12	#	16	6	10	10	#
Jefferson County (KY)	—	—	—	—	—	—	—	—	—	—
Los Angeles	30	5	25	24	1	33	3	30	26	3
Miami-Dade	—	—	—	—	—	—	—	—	—	—
Milwaukee	—	—	—	—	—	—	—	—	—	—
New York City	13	5	8	4	4	11	4	7	3	4
Philadelphia	—	—	—	—	—	—	—	—	—	—
San Diego	—	—	—	—	—	21	2	19	18	1
Shelby County (TN)	—	—	—	—	—	—	—	—	—	—

See notes at end of table.

Table A-36. Percentage of eighth-grade public school students identified as English learners (EL) excluded and assessed in NAEP reading, by urban district/jurisdiction: Various years, 2002–22—Continued

Urban district/jurisdiction	2005					2007				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	6	1	5	4	1	7	2	5	4	1
Large City ¹ (public)	13	2	11	9	2	13	3	10	8	2
Albuquerque	—	—	—	—	—	—	—	—	—	—
Atlanta	1	#	1	1	#	3	2	1	1	#
Austin	16	6	10	9	1	15	3	12	11	1
Baltimore City	—	—	—	—	—	—	—	—	—	—
Boston	9	3	6	5	1	11	4	7	5	2
Charlotte	8	1	7	4	2	9	3	6	3	2
Chicago	6	2	3	2	1	7	3	4	2	1
Clark County (NV)	—	—	—	—	—	—	—	—	—	—
Cleveland	4	3	1	1	1	5	2	3	1	2
Dallas	—	—	—	—	—	—	—	—	—	—
Denver	—	—	—	—	—	—	—	—	—	—
Detroit	—	—	—	—	—	—	—	—	—	—
District of Columbia (DCPS)	3	2	2	1	1	4	2	2	1	1
Duval County (FL)	—	—	—	—	—	—	—	—	—	—
Fort Worth	—	—	—	—	—	—	—	—	—	—
Fresno	—	—	—	—	—	—	—	—	—	—
Guilford County (NC)	—	—	—	—	—	—	—	—	—	—
Hillsborough County (FL)	—	—	—	—	—	—	—	—	—	—
Houston	14	4	10	9	1	13	4	8	7	1
Jefferson County (KY)	—	—	—	—	—	—	—	—	—	—
Los Angeles	35	3	31	29	2	30	3	27	25	3
Miami-Dade	—	—	—	—	—	—	—	—	—	—
Milwaukee	—	—	—	—	—	—	—	—	—	—
New York City	10	4	6	2	4	10	3	7	1	6
Philadelphia	—	—	—	—	—	—	—	—	—	—
San Diego	24	5	18	15	4	21	2	20	17	3
Shelby County (TN)	—	—	—	—	—	—	—	—	—	—

See notes at end of table.

Table A-36. Percentage of eighth-grade public school students identified as English learners (EL) excluded and assessed in NAEP reading, by urban district/jurisdiction: Various years, 2002–22—Continued

Urban district/jurisdiction	2009					2011				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	6	1	5	3	1	6	1	5	3	2
Large City ¹ (public)	12	2	10	7	3	12	1	10	7	4
Albuquerque	—	—	—	—	—	13	4	9	6	2
Atlanta	#	#	#	#	#	1	#	1	#	#
Austin	16	4	12	10	2	16	4	12	10	2
Baltimore City	#	#	#	#	#	2	1	1	#	#
Boston	10	7	3	3	#	21	6	15	11	3
Charlotte	7	2	5	2	3	7	1	6	4	3
Chicago	7	2	5	2	3	7	1	6	2	4
Clark County (NV)	—	—	—	—	—	—	—	—	—	—
Cleveland	6	4	3	1	2	7	1	7	1	6
Dallas	—	—	—	—	—	24	3	21	18	3
Denver	—	—	—	—	—	—	—	—	—	—
Detroit	6	2	4	4	#	9	1	8	8	#
District of Columbia (DCPS)	6	2	4	1	2	7	1	5	1	4
Duval County (FL)	—	—	—	—	—	—	—	—	—	—
Fort Worth	—	—	—	—	—	—	—	—	—	—
Fresno	22	1	21	19	2	19	1	18	15	3
Guilford County (NC)	—	—	—	—	—	—	—	—	—	—
Hillsborough County (FL)	—	—	—	—	—	9	1	8	#	8
Houston	12	4	8	7	1	14	2	12	11	1
Jefferson County (KY)	3	2	1	1	#	4	2	2	1	1
Los Angeles	23	2	21	18	3	19	1	18	14	4
Miami-Dade	8	5	3	#	3	10	3	7	#	7
Milwaukee	7	3	4	1	3	14	1	13	1	12
New York City	10	4	7	#	6	12	2	11	#	10
Philadelphia	7	1	6	1	5	10	2	8	1	7
San Diego	16	1	15	13	2	16	#	15	11	4
Shelby County (TN)	—	—	—	—	—	—	—	—	—	—

See notes at end of table.

Table A-36. Percentage of eighth-grade public school students identified as English learners (EL) excluded and assessed in NAEP reading, by urban district/jurisdiction: Various years, 2002–22—Continued

Urban district/jurisdiction	2013					2015				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	5	1	5	2	3	7	1	6	3	3
Large City ¹ (public)	11	1	10	4	6	13	1	12	6	5
Albuquerque	14	1	13	7	6	15	1	14	7	6
Atlanta	1	#	1	#	1	2	#	2	#	1
Austin	15	1	14	4	10	17	1	15	9	7
Baltimore City	1	1	#	#	#	5	2	3	#	3
Boston	23	2	21	14	7	25	3	22	15	7
Charlotte	8	1	7	4	3	8	1	6	3	3
Chicago	7	1	6	1	6	9	1	8	3	5
Clark County (NV)	—	—	—	—	—	—	—	—	—	—
Cleveland	8	1	7	#	7	8	2	7	2	5
Dallas	22	2	21	10	11	34	2	31	18	14
Denver	—	—	—	—	—	—	—	—	—	—
Detroit	11	#	11	8	3	14	#	14	13	1
District of Columbia (DCPS)	7	2	5	1	5	9	4	5	1	5
Duval County (FL)	—	—	—	—	—	4	1	3	#	3
Fort Worth	—	—	—	—	—	—	—	—	—	—
Fresno	15	1	14	12	2	19	1	18	14	4
Guilford County (NC)	—	—	—	—	—	—	—	—	—	—
Hillsborough County (FL)	8	1	7	#	7	9	1	8	#	8
Houston	17	2	15	7	8	18	2	16	5	11
Jefferson County (KY)	4	1	4	1	2	5	#	4	1	3
Los Angeles	15	1	13	8	5	14	2	12	6	6
Miami-Dade	12	2	10	#	10	14	4	10	#	10
Milwaukee	8	1	8	1	7	—	—	—	—	—
New York City	15	1	14	#	13	10	1	8	#	8
Philadelphia	8	1	7	#	6	8	2	6	2	4
San Diego	15	1	14	9	6	17	1	15	11	5
Shelby County (TN)	—	—	—	—	—	—	—	—	—	—

See notes at end of table.

Table A-36. Percentage of eighth-grade public school students identified as English learners (EL) excluded and assessed in NAEP reading, by urban district/jurisdiction: Various years, 2002–22—Continued

Urban district/jurisdiction	2017					2019				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	7	1	6	4	3	8	1	7	4	3
Large City ¹ (public)	13	2	12	7	5	14	1	13	8	6
Albuquerque	12	1	11	5	6	14	#	14	8	6
Atlanta	2	#	2	#	1	3	#	2	#	2
Austin	21	1	19	7	12	22	2	20	8	12
Baltimore City	3	1	2	1	1	5	1	4	1	3
Boston	25	3	22	16	6	25	3	21	15	7
Charlotte	8	2	7	5	1	10	2	8	5	3
Chicago	9	1	8	3	5	12	1	11	4	7
Clark County (NV)	17	1	16	13	3	15	1	15	11	3
Cleveland	10	1	9	3	7	12	1	11	4	7
Dallas	46	2	45	25	20	47	2	45	33	11
Denver	32	2	30	26	4	26	1	25	18	6
Detroit	18	2	16	15	1	14	#	14	9	5
District of Columbia (DCPS)	11	4	7	2	6	11	1	9	1	9
Duval County (FL)	5	1	4	1	3	5	1	4	1	3
Fort Worth	23	#	23	16	7	26	#	26	22	5
Fresno	14	1	13	11	3	15	1	14	12	2
Guilford County (NC)	5	#	5	2	2	4	#	4	2	3
Hillsborough County (FL)	10	1	9	1	8	9	#	9	1	8
Houston	20	1	18	10	8	23	1	22	17	5
Jefferson County (KY)	4	1	4	1	2	7	1	6	2	3
Los Angeles	14	3	12	8	4	15	2	13	9	3
Miami-Dade	14	3	11	1	10	14	2	12	1	12
Milwaukee	11	1	10	2	8	12	1	11	3	8
New York City	13	2	11	2	10	12	1	11	2	9
Philadelphia	9	2	8	5	3	11	2	9	5	4
San Diego	14	1	12	10	2	10	2	9	6	2
Shelby County (TN)	5	#	5	1	4	6	#	5	2	3

See notes at end of table.

Table A-36. Percentage of eighth-grade public school students identified as English learners (EL) excluded and assessed in NAEP reading, by urban district/jurisdiction: Various years, 2002–22—Continued

Urban district/jurisdiction	2022				
	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	10	1	9	6	3
Large City ¹ (public)	16	1	15	10	5
Albuquerque	23	#	23	18	5
Atlanta	3	#	3	#	3
Austin	24	1	23	13	10
Baltimore City	7	1	6	1	5
Boston	23	4	19	13	6
Charlotte	15	2	13	9	4
Chicago	21	1	20	7	13
Clark County (NV)	14	#	13	10	3
Cleveland	11	1	9	3	6
Dallas	51	2	49	33	16
Denver	27	2	25	19	6
Detroit	17	1	16	15	1
District of Columbia (DCPS)	14	2	12	1	11
Duval County (FL)	5	#	5	1	4
Fort Worth	42	#	42	35	7
Fresno	—	—	—	—	—
Guilford County (NC)	11	#	11	6	5
Hillsborough County (FL)	7	2	5	1	4
Houston	33	2	31	22	9
Jefferson County (KY)	10	#	9	2	7
Los Angeles	13	1	12	8	4
Miami-Dade	11	2	10	2	8
Milwaukee	17	1	16	4	12
New York City	12	1	11	1	10
Philadelphia	14	2	12	5	7
San Diego	13	1	13	11	2
Shelby County (TN)	6	#	5	2	3

— Not available.

Rounds to zero.

¹ Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.

NOTE: In 2022, a new category of "full-time remote student who cannot be assessed" was included in the sample. This category was not included in the denominator when calculating the inclusion/exclusion rates presented in this table. Beginning with the 2017 assessment, NAEP reading results are from a digitally based assessment; prior to 2017, results were from a paper-and-pencil based assessment. DCPS = District of Columbia Public Schools. Beginning in 2009, if the results for charter schools are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education under the Elementary and Secondary Education Act, they are excluded from that district's Trial Urban District Assessment (TUDA) results. Students identified as both SD and EL were counted only once under the combined SD and/or EL category, but were counted separately under the SD and EL categories. SD includes students identified as having either an Individualized Education Program or protection under Section 504 of the Rehabilitation Act of 1973. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–22 Reading Assessments.

Table A-37. Percentage of fourth- and eighth-grade public school students assessed, excluded, and who are full-time remote and cannot be assessed in NAEP reading, by state/jurisdiction: 2022

State/jurisdiction	GRADE 4			GRADE 8		
	Assessed	Excluded	Full-time remote students who cannot be assessed	Assessed	Excluded	Full-time remote students who cannot be assessed
Nation	97	2	1	97	2	1
Nation (public)	97	2	1	97	2	1
Alabama	98	1	#	98	1	1
Alaska	98	1	1	98	#	2
Arizona	98	1	#	97	2	1
Arkansas	97	2	2	96	2	2
California	97	2	#	97	2	1
Colorado	97	3	#	98	2	#
Connecticut	97	3	#	98	2	#
Delaware	97	1	2	97	1	2
Florida	98	2	#	97	2	1
Georgia	96	2	2	95	2	3
Hawaii	94	1	4	93	1	6
Idaho	98	2	#	97	2	1
Illinois	99	1	#	98	1	1
Indiana	98	1	1	97	#	3
Iowa	99	1	#	98	1	1
Kansas	99	1	#	98	1	#
Kentucky	96	3	1	95	2	3
Louisiana	97	2	1	95	3	2
Maine	99	1	#	98	1	1
Maryland	96	2	3	97	2	1
Massachusetts	98	2	#	97	3	#
Michigan	96	3	2	96	1	3
Minnesota	96	4	1	98	2	#
Mississippi	98	1	1	99	1	#
Missouri	98	1	1	95	1	4
Montana	98	1	#	98	1	1
Nebraska	99	1	#	98	1	#
Nevada	98	2	#	98	1	1
New Hampshire	99	1	#	99	1	#
New Jersey	97	3	#	98	2	#
New Mexico	97	1	2	96	2	3
New York	98	2	#	98	2	#
North Carolina	97	2	1	97	2	1
North Dakota	98	2	#	98	2	#
Ohio	98	2	#	98	1	1
Oklahoma	97	2	1	95	2	3
Oregon	96	2	2	95	1	4
Pennsylvania	96	2	2	94	2	5
Rhode Island	99	1	#	98	2	#
South Carolina	95	2	3	96	1	2
South Dakota	99	1	#	98	2	1
Tennessee	98	2	#	97	3	#
Texas	96	3	1	98	2	#
Utah	98	1	1	97	1	1
Vermont	99	1	#	98	2	#
Virginia	96	2	1	94	2	4
Washington	98	2	#	98	2	1
West Virginia	97	2	1	96	2	3
Wisconsin	99	1	#	98	1	1
Wyoming	96	2	2	95	2	4
Other jurisdictions						
District of Columbia	95	4	1	96	3	1
DoDEA ¹	97	2	1	97	2	1

Rounds to zero.

¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: Beginning with the 2017 assessment, NAEP reading results are from a digitally based assessment; prior to 2017, results were from a paper-and-pencil based assessment. 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 Reading Assessment.

Table A-38. Percentage of fourth- and eighth-grade public school students assessed, excluded, and who are full-time remote and cannot be assessed in NAEP reading, by district/jurisdiction: 2022

district/jurisdiction	GRADE 4			GRADE 8		
	Assessed	Excluded	Full-time remote students who cannot be assessed	Assessed	Excluded	Full-time remote students who cannot be assessed
Nation (public)	97	2	1	97	2	1
Large city ¹ (public)	97	3	#	97	2	1
Albuquerque	98	1	#	99	1	#
Atlanta	95	3	2	94	3	3
Austin	95	5	#	98	2	#
Baltimore City	96	3	1	96	3	1
Boston	94	6	#	94	6	#
Charlotte	98	2	#	97	3	#
Chicago	98	2	#	98	2	#
Clark County (NV)	98	2	#	98	1	1
Cleveland	98	2	#	96	4	#
Dallas	95	4	1	97	3	#
Denver	97	3	#	97	3	1
Detroit	95	4	1	95	5	#
District of Columbia (DCPS)	94	6	#	95	4	#
Duval County (FL)	98	2	#	98	2	#
Fort Worth	97	3	#	99	1	#
Guilford County (NC)	98	2	#	99	1	#
Hillsborough County (FL)	97	3	#	97	3	#
Houston	98	2	#	96	4	#
Jefferson County (KY)	94	6	#	98	2	#
Los Angeles	97	2	#	97	2	1
Miami-Dade	97	3	#	97	3	#
Milwaukee	98	2	#	98	1	1
New York City	98	2	#	99	1	#
Philadelphia	93	7	#	95	5	#
San Diego	97	3	#	98	2	#
Shelby County (TN)	96	4	#	97	3	#

Rounds to zero.

¹ Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.

NOTE: Beginning with the 2017 assessment, NAEP reading results are from a digitally based assessment; prior to 2017, results were from a paper-and-pencil based assessment. DCPS = District of Columbia Public Schools. Beginning in 2009, if the results for charter schools are not included in the school district's Adequate Yearly Progress (AYP) report to the U.S. Department of Education under the Elementary and Secondary Education Act, they are excluded from that district's Trial Urban District Assessment (TUDA) results. 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 Reading Assessment.

Data Collection

The NAEP 2022 reading assessment was conducted from January to March 2022 by contractors to the U.S. Department of Education. Data collection for NAEP involves a collaborative effort among the participating schools, school districts, states, and NAEP staff. To reduce the burden on the participating schools, NAEP field staff perform most of the work associated with the assessment. The cooperation of the schools involves enlisting a school staff member to assist in coordinating selected students and providing space to administer the assessments.

Assessment sessions are scripted so that all students are given the same instructions and opportunity to demonstrate what they know and can do. Assessment administrators conduct the sessions under the supervision of their team's assessment coordinator. Training of assessment administrators focuses on their responsibilities in the classroom and on reading the scripts verbatim to administer the sessions in a uniform manner.

NAEP procedures guarantee the anonymity of participants. The names of students are never removed from the schools. The results of NAEP are reported on the national level and by region of the country, state, and for some urban districts—not by school or individual student.

Scoring

After students have entered their responses on their tablets, the National Assessment of Educational Progress (NAEP) representatives submit the response data from the administrator's tablet to a central server so that the responses can be exported for scoring.

The National Center for Education Statistics (NCES) oversees the scoring of multiple-choice items electronically, and employs human scorers for short and extended constructed-response items. Select-response questions (those with two or more score level categories) were scored algorithmically based on algorithms developed prior to scoring. Algorithmic scoring is the programmatic application of a score rubric for selected response items with a definable and finite number of responses.

NCES is also responsible for developing scoring guides that match criteria in assessment frameworks, recruiting and training qualified scorers, and monitoring scoring consistency.

NCES follows the NAEP scoring process which implements quality control and validity checks at each stage of a five-stage process:

- Rubric Development: Develop scoring guides that match criteria in assessment frameworks.
- Training Materials Development: Develop training materials after receiving actual student responses to the items during a pilot assessment.
- Pilot Scoring: Identify and address any mismatches between what NCES expected from students, how they interpreted them, and what students actually provided.
- Operational Scoring: Seek to develop consensus/agreement by having the team score consistently according to the rubric and training sets.
- Trend Scoring/Monitoring: Maintain consensus by scoring consistently with how items were scored in previous years.

Data Analysis and Scaling

The goal of the analysis of NAEP data is to summarize the performance of groups of students. Initial analysis activities verify the accuracy of the data and data files used in the analysis and provide the first indication of aspects of the data and analysis that require special consideration and attention. The first step is to determine the percentages of students who gave various responses to each cognitive item. Next, the properties of the items

are further examined using classical test theory measures of item difficulty and item discrimination. Some of these activities are conducted without student weights or with preliminary student weights, but final student weights are used whenever possible.

After the initial activities are completed, NAEP score scales are created using Item Response Theory (IRT), and scale score distributions are estimated for groups of students. Not all students take the same blocks of items in a NAEP assessment, so results cannot be summarized using the total number of correct item responses. Instead, IRT models are used to describe the relationships between the item responses provided by students and the underlying scale (e.g., reading ability). The primary purpose of IRT scaling is to provide a common scale on which performance can be compared even when students receive different blocks of items. Item parameters that are used in the models are estimated from student response data for each item. Different IRT models with different types of item parameters are used to describe multiple-choice items, constructed-response items that are scored simply right or wrong, and complex constructed-response items that have three or more categories.

Because the NAEP design gives each student a small proportion of the pool of assessment items, the assessment cannot provide reliable information about individual student performance. Traditional test scores for individual students, even those based on IRT, would result in misleading estimates of population characteristics, such as student group means and percentages of students at or above a certain scale-score level. However, it is NAEP's goal to estimate these population characteristics. This is accomplished using marginal estimation techniques for latent variables. Under the assumptions of the analysis models, these population estimates will be consistent in the sense that the estimates approach the population values as the sample size increases.

IRT and the NAEP marginal estimation methodology are used to estimate score scales for each of the reading text types at each grade (e.g., at grades 4 and 8, score scales are estimated for literary texts and for informational texts). The scales summarize student performance across all four types of questions in the assessment (multiple-choice, select-response, short constructed-response, and extended constructed-response). Each scale score distribution is transformed to a NAEP scale that ranges from 0 to 500. A reading composite scale is subsequently created by combining the scales associated with each text type. Summary statistics of the scale scores are estimated, and statistical tests are used to make inferences about the comparisons of results for different groups of students or for different assessment years. Finally, NAEP scale score distributions are described via achievement levels and/or item mapping procedures. For more information about NAEP analysis, IRT, and scaling see <https://nces.ed.gov/nationsreportcard/tdw/analysis/>.

Variance Estimation

The averages and percentages in this report are estimates based on samples of students rather than on entire populations. Therefore, the results are subject to a measure of uncertainty, reflected in the standard error of the estimates—a range of up to a few points above or below the score or percentage—which takes into account potential score fluctuation due to sampling error, measurement error, and, in some instances, common-population linking error.

Because NAEP uses complex sampling procedures, conventional formulas for estimating sampling variability that assume simple random sampling are inappropriate. NAEP uses a jackknife replication procedure to estimate sampling error. The jackknife standard error provides a reasonable measure of uncertainty for any student information that can be observed without error. However, because each student typically responds to only a few questions within any mathematics content area, the estimated scale score for any single student would be

imprecise. In this case, NAEP's marginal estimation methodology is used to describe the performance of groups of students without requiring precise estimates of individual student performance. The estimate of the variance of the students' scale score distributions (which reflect the imprecision due to lack of measurement accuracy) is computed. This component of variability is then included in the standard errors of NAEP scale scores.

When evaluating the trend between 2022 DBA (and beyond) and previous DBA from 2019 and 2017, the error variance estimates will follow NAEP conventional two-part procedure which accounts for measurement error and sampling error. When evaluating the trend between 2022 DBA (and beyond) and the PBA from 2015 and previous years, the error variances require another approach to represent the fact that the DBA assessments results are rooted on a common-population linking in 2017. This approach will account for measurement error, sampling error, and common-population linking error.

Drawing Inferences from the NAEP Results

Drawing correct inferences from NAEP assessment results depends on the use of appropriate statistical procedures for comparing assessment results for population groups of interest and following guidelines to ensure the validity of the inferences. Comparisons of different groups of students with respect to scores or percentages of a certain attribute are of primary interest to users of NAEP results. The user is cautioned to rely on the results of statistical tests, rather than on the apparent magnitude of the difference between two numbers when determining whether differences are likely to represent actual differences among the groups in the population.

***t* Test Comparison:** By convention, references to differences in NAEP reports indicate that scores or percentages from two groups are different (e.g., one group performed higher or lower than another group) only when the difference in the point estimates for the groups being compared is statistically significant at an approximate level of .05.

Since 1998, *t* tests have been used for most NAEP comparisons. These tests are more appropriate than *z* tests (based on normal distribution approximations) when the statistics that are being compared are from distributions with proportionally larger extremes (i.e., thicker tails) than the normal distribution. One aspect of the use of *t* tests that contributes to the difficulty in their use for large-scale surveys is the determination of the appropriate degrees of freedom for the *t* distribution of interest.

Multiple Comparison Procedures: The *t* test used by NAEP and the certainty ascribed to intervals (e.g., a 95 percent confidence interval) are based on statistical theory that assumes only one confidence interval is being examined or only one test of statistical significance is being performed. However, in some sections of a report, many different groups may be compared (i.e., multiple sets of confidence intervals are being analyzed). In sets of confidence intervals, statistical theory indicates that certainty associated with the entire set of intervals is less than that attributable to each individual comparison from the set. To hold the significance level for the set of comparisons at a particular level (e.g., .05), adjustments—called multiple comparison procedures—must be made to the methods.

To ensure that comparisons made using NAEP data are as accurate as possible, error rates are controlled when multiple comparisons are made. When making a number of comparisons in a single analysis, such as analyzing White student performance versus the performance of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students, the probability of finding significant differences by chance, for at least one

comparison, increases with the family size or number of comparisons. There are several ways to take into account how many related comparisons are being made. In NAEP, the Benjamini-Hochberg False Discovery Rate (FDR) procedure is used to control for this.

Unlike other multiple comparison procedures (e.g., the Bonferroni procedure) that control the familywise error rate (i.e., the probability of making even one false rejection in the set of comparisons), the FDR procedure controls the expected proportion of falsely rejected hypotheses. Familywise procedures are considered conservative for large families of comparisons; therefore the FDR procedure is more suitable for multiple comparisons in NAEP than other procedures. There are two exceptions where the FDR is not applied: when comparing multiple years and when comparing a state's overall results to the nation.

NAEP Reporting Groups

In addition to overall results for each grade assessed, NAEP results are reported for certain student groups provided there are sufficient numbers of students and adequate school representation. Results for some student groups may not be available for certain years, grades, or jurisdictions.

Race/Ethnicity: The school-recorded race/ethnicity variable records the race/ethnicity of each student as reported by the student's school. For 2011 and later assessment years, the mutually exclusive racial/ethnic categories are White, Black, Hispanic, Asian, American Indian/Alaska Native, Native Hawaiian or Other Pacific Islander, and Two or More Races. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified.

Gender: The gender of the student assessed is taken from school records.

Eligibility for the National School Lunch Program: NAEP first began collecting data in 1996 on student eligibility for NSLP as an indicator of poverty. Based on available school records, students were classified as either currently eligible for the free/reduced-price school lunch or not eligible. Eligibility for free and reduced-price lunches is determined by students' family income in relation to the federally established poverty level. Students from families with incomes at or below 130 percent of the poverty level qualify to receive free lunches and those from families with incomes between 130 and 185 percent of the poverty level qualify to receive reduced-price lunch. For the period July 1, 2021, through June 30, 2022, for a family of four, 130 percent of the poverty level is \$34,450 and 185 percent is \$49,025.

The classification applies only to the school year when the assessment was administered (i.e., the 2021–22 school year) and is not based on eligibility in previous years. If school records were not available, the student was classified as "Information not available." If the school did not participate in the program, all students in that school were classified as Information not available. Because of the improved quality of the data on students' eligibility for NSLP, the percentage of students for whom information was not available has decreased compared to the percentages reported prior to the 2003 assessment.

As a result of the passage of the [Healthy, Hunger-Free Kids Act of 2010](#), schools can use a new universal meal service option, the "Community Eligibility Provision" (CEP). Through CEP, eligible schools can provide meal service to all students at no charge, regardless of economic status and without the need to collect eligibility data through

household applications. CEP became available nationwide in the 2014-2015 school year; as a result, the percentage of students in many states categorized as eligible for NSLP may have increased in comparison to 2013. Therefore, readers should interpret NSLP trend results with caution.

Type of Location: Results for four mutually exclusive categories of school location are also reported: city, suburb, town, and rural. The categories are based on standard definitions established by the Federal Office of Management and Budget using population and geographic information from the U.S. Census Bureau. Schools are assigned to these categories in the NCES Common Core of Data based on their physical address. The classification system was revised for 2007; therefore, trend comparisons to previous years are not available. The new locale codes are based on an address's proximity to an urbanized area (a densely settled core with densely settled surrounding areas). This is a change from the original system based on metropolitan statistical areas. To distinguish the two systems, the new system is referred to as "urban-centric locale codes."

Parental Education: Eighth-graders were asked the following two questions, the responses to which were combined to derive the parental education variable:

How far in school did your mother go?

- She did not finish high school.
- She graduated from high school.
- She had some education after high school.
- She graduated from college.
- I don't know.

How far in school did your father go?

- He did not finish high school.
- He graduated from high school.
- He had some education after high school.
- He graduated from college.
- I don't know.

The information was combined into one parental-education reporting variable in the following way:

- If a student indicated the extent of education for only one parent, that level was included in the data. If a student indicated the extent of education for both parents, the higher of the two levels was included in the data.
- If a student responded "I don't know" for both parents, or responded "I don't know" for one parent and did not respond for the other, the parental education level was classified as "I don't know."
- If the student did not respond for either parent, the student was recorded as having provided no response.

Because fourth-graders' responses to the questions tend to be highly variable, the questions are not presented to students at grade 4.

Region of the Country: Prior to 2003, NAEP results were reported for four NAEP-defined regions of the nation: Northeast, Southeast, Central, and West. To align NAEP with other federal data collections, NAEP analysis and reports have used the U.S. Census Bureau's definition of "region" beginning in 2003. The four regions defined by the U.S. Census Bureau are Northeast, Midwest, South, and West. Therefore, trend data by region are not provided for assessment years prior to 2003.

Figure A-1 shows how states are subdivided into these census regions. All 50 states and the District of Columbia are listed. Other jurisdictions, including the Department of Defense Education Activity schools, are not assigned to any region.

Figure A-1. States/jurisdiction within regions of the country defined by the U.S. Census Bureau

Northeast	South	Midwest	West
Connecticut	Alabama	Illinois	Alaska
Maine	Arkansas	Indiana	Arizona
Massachusetts	Delaware	Iowa	California
New Hampshire	District of Columbia	Kansas	Colorado
New Jersey	Florida	Michigan	Hawaii
New York	Georgia	Minnesota	Idaho
Pennsylvania	Kentucky	Missouri	Montana
Rhode Island	Louisiana	Nebraska	Nevada
Vermont	Maryland	North Dakota	New Mexico
	Mississippi	Ohio	Oregon
	North Carolina	South Dakota	Utah
	Oklahoma	Wisconsin	Washington
	South Carolina		Wyoming
	Tennessee		
	Texas		
	Virginia		
	West Virginia		

SOURCE: U.S. Department of Commerce Economics and Statistics Administration, U.S. Census Bureau.

Caution in Interpretations

As previously stated, the NAEP reading scale makes it possible to examine relationships between students' performance and various background factors that NAEP measures. However, the relationship between achievement and another variable does not reveal its underlying cause, which may be influenced by a number of other variables. Similarly, the assessments do not reflect the influence of unmeasured variables. The results are most useful when considered in combination with other knowledge about the student population and the educational system, such as trends in instruction, changes in the school-age population, and societal demands and expectations.

Caution in interpretation is also warranted for some small population group estimates. At times in this report, smaller population groups show very large increases or decreases across years in average scores; however, it is necessary to interpret such score changes with extreme caution. The effects of exclusion-rate changes for small student groups may be more marked for small groups than they are for the whole population. In addition, standard errors are often quite large around the score estimates for small groups, which in turn means the standard error around the gain is also large.