

National Center for Education Statistics

2019 Reading Grade 12 Assessment Report Card: Summary Data Tables for National Sample Sizes, Participation Rates, Proportions of SD and EL Students Identified, Demographics, and Performance Results

Table of Contents

Worksheet name	Table title
1 R_G12_Sample Size	Student sample sizes and target populations in NAEP reading at grade 12: 2019
2 R_G12_Participation Rate	Public and nonpublic school and student participation rates in NAEP reading at grade 12: 2019
3 R_G12_SDEL_National Trend	Percentage of twelfth-grade students with disabilities (SD) and/or English learners (EL) excluded and assessed in NAEP reading, as a percentage of all students, by SD/EL category: Various years, 1992–2019
4 R_G12_SDEL_National Identified	Percentage of twelfth-grade 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 SD/EL category: 2019
5 R_G12_Type of Accommodation	Percentage of twelfth-grade students with disabilities (SD) and/or English learners (EL) assessed in NAEP reading with accommodations, by SD/EL category and type of accommodation: 2019
6 R_Demographic	Percentage of students assessed in twelfth-grade NAEP reading, by selected characteristics: 1992, 2015, and 2019
7 R_Score & Percentile	Overall average scores and percentile scores in twelfth-grade NAEP reading: Various years, 1992–2019
8 R_Student Group	Average scores and achievement-level results in NAEP reading for twelfth-grade students, by selected characteristics: Various years, 1992–2019
9 R_Student Group-cont'd	Average scores and achievement-level results in NAEP reading for twelfth-grade students, by selected characteristics: Various years, 1992–2019—Continued
10 R_Coursetaking_Language	Percentage of twelfth-grade students in NAEP reading who reported that they were enrolled in or had taken AP English Language and Composition, by percentiles: 2013, 2015, and 2019
11 R_Coursetaking_Literature	Percentage of twelfth-grade students in NAEP reading who reported that they were enrolled in or had taken AP English Literature and Composition, by percentiles: 2013, 2015, and 2019
12 R_Instructional Emphasis	Percentage of twelfth-grade students in NAEP reading, by the frequency with which their teachers asked them to participate in various reading activities when reading a story, article, or other passage and percentiles: 2019

National Center for Education Statistics

2019 Reading Grade 12 Assessment Report Card: Summary Data Tables for National Sample Sizes, Participation Rates, Proportions of SD and ELL Students Identified, Demographics, and Performance Results

Student sample sizes and target populations in NAEP reading at grade 12: 2019

	Sample size	Target population
Nation	27,600	3,454,000
Public	26,100	3,180,000
Private	1,600	274,000

NOTE: In 2019, the digitally based NAEP reading assessment at grade 12 was administered for the first time. The 2019 grade 12 reading results include results from students who took the digitally based assessment (DBA) and students who took the paper-based assessment (PBA). 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. 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), 2019 Reading Assessment.

National Center for Education Statistics

2019 Reading Grade 12 Assessment Report Card: Summary Data Tables for National Sample Sizes, Participation Rates, Proportions of SD and ELL Students Identified, Demographics, and Performance Results

Public and nonpublic school and student participation rates in NAEP reading at grade 12: 2019

	School participation			Student participation	
	Student-weighted percent	School-weighted percent	Number of schools participating	Student-weighted percent	Number of students assessed
Nation	84	73	1,780	72	26,700
Public	88	86	1,640	71	25,200
Private	35	33	130	79	1,600

NOTE: In 2019, the digitally based NAEP reading assessment at grade 12 was administered for the first time. The 2019 grade 12 reading results include results from students who took the digitally based assessment (DBA) and students who took the paper-based assessment (PBA). However, participation rates in 2019 are from the digitally based assessment only. 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. 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), 2019 Reading Assessment.

National Center for Education Statistics

2019 Reading Grade 12 Assessment Report Card: Summary Data Tables for National Sample Sizes, Participation Rates, Proportions of SD and EL Students Identified, Demographics, and Performance Results

Percentage of twelfth-grade students with disabilities (SD) and/or English learners (EL) excluded and assessed in NAEP reading, as a percentage of all students, by SD/EL category: Various years, 1992–2019

SD/EL category	1992 ¹	1994 ¹	1998 ¹	1998	2002	2005	2009	2013	2015	2019
SD and/or EL										
Identified	7	9	7	7	12	14	13	14	15	16
Excluded	5	5	3	2	4	4	4	2	2	2
Assessed	2	5	4	5	8	10	9	11	12	14
Without accommodations	2	5	4	4	6	5	4	3	3	4
With accommodations	—	—	—	1	2	4	6	9	9	10
SD										
Identified	5	7	6	6	9	10	10	11	11	13
Excluded	4	4	3	2	3	3	3	2	2	2
Assessed	1	3	3	4	6	7	7	9	9	10
Without accommodations	1	3	3	3	4	3	2	1	1	2
With accommodations	—	—	—	1	2	4	5	8	8	9
EL										
Identified	2	2	2	2	3	4	3	3	4	4
Excluded	1	1	#	#	1	1	1	#	#	#
Assessed	1	1	2	2	3	3	2	3	3	4
Without accommodations	1	1	2	2	2	3	2	2	2	2
With accommodations	—	—	—	#	#	1	1	1	1	2

— Not available.

Rounds to zero.

¹ Accommodations not permitted.

NOTE: In 2019, the digitally based NAEP reading assessment at grade 12 was administered for the first time. The 2019 grade 12 reading results include results from students who took the digitally based assessment (DBA) and students who took the paper-based assessment (PBA). 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, 1992–2019 Reading Assessments.

National Center for Education Statistics

2019 Reading Grade 12 Assessment Report Card: Summary Data Tables for National Sample Sizes, Participation Rates, Proportions of SD and EL Students Identified, Demographics, and Performance Results

Percentage of twelfth-grade 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 SD/EL category: 2019

SD/EL category	Percentage of identified SD and/or EL students			
	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
SD and/or EL	14	86	24	63
SD	17	83	15	69
EL	6	94	48	46

NOTE: In 2019, the digitally based NAEP reading assessment at grade 12 was administered for the first time. The 2019 grade 12 reading results include results from students who took the digitally based assessment (DBA) and students who took the paper-based assessment (PBA). 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), 2019 Reading Assessment.

National Center for Education Statistics

2019 Reading Grade 12 Assessment Report Card: Summary Data Tables for National Sample Sizes, Participation Rates, Proportions of SD and EL Students Identified, Demographics, and Performance Results

Percentage of twelfth-grade students with disabilities (SD) and/or English learners (EL) assessed in NAEP reading with accommodations, by SD/EL category and type of accommodation: 2019

Type of accommodation	SD and/or EL	SD	EL
Braille	#	#	#
Breaks during test	1.4	1.4	0.1
Cueing to stay on task	0.4	0.4	#
Directions only presented in Sign Language	#	#	#
Directions read aloud in English	1.3	1.1	0.3
Directions read aloud in Spanish	0.1	#	0.1
Directions translated into Spanish	#	#	#
Extended time	9.3	7.8	2.0
Hearing impaired version of test	0.1	0.1	#
High contrast for visually impaired	#	#	#
Large-print booklet	#	#	#
Low mobility version of test	#	#	#
Magnification equipment	0.1	0.1	#
Must be tested in separate session	1.3	1.2	0.1
One-on-one	0.1	0.1	#
Other	0.1	0.1	#
Preferential seating	1.8	1.8	0.2
Responds orally to scribe	0.1	0.1	#
Response in Sign Language	#	#	#
School staff administers/Aide present	0.3	0.2	#
Small group	1.9	1.8	0.2
Special equipment	0.1	0.1	#
Use computer or typewriter to respond	0.1	0.1	#
Uses template	0.1	0.1	#

Rounds to zero.

NOTE: In 2019, the digitally based NAEP reading assessment at grade 12 was administered for the first time. The 2019 grade 12 reading results include results from students who took the digitally based assessment (DBA) and students who took the paper-based assessment (PBA). 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), 2019 Reading Assessment.

National Center for Education Statistics

2019 Reading Grade 12 Assessment Report Card: Summary Data Tables for National Sample Sizes, Participation Rates, Proportions of SD and EL Students Identified, Demographics, and Performance Results

Percentage of students assessed in twelfth-grade NAEP reading, by selected characteristics: 1992, 2015, and 2019

Characteristic	1992 ¹	2015	2019
Race/ethnicity			
White	74 *	56 *	52
Black	15 *	14	13
Hispanic	7 *	21 *	25
Asian/Pacific Islander	3 *	6	6
Asian	—	5	6
Native Hawaiian/Other Pacific Islander	—	#	#
American Indian/Alaska Native	# *	1	1
Two or More Races	1 *	2 *	3
Gender			
Male	49 *	50	50
Female	51 *	50	50
Eligibility for National School Lunch Program			
Eligible	—	39	40
Not eligible	—	53	54
Information not available	—	8	7
Highest level of parental education			
Did not finish high school	8 *	9	10
Graduated from high school	22 *	17 *	16
Some education after high school	27 *	21 *	19
Graduated from college	41 *	50 *	51
Type of school			
Public	87 *	91	92
Private: Catholic	9	4	‡
Charter school			
Charter	—	3	4
Public, noncharter	—	97	96
School location			
City	—	29	29
Suburb	—	41	40
Town	—	11	11
Rural	—	19	20
Region of the country			
Northeast	—	18	17
Midwest	—	22	21
South	—	36 *	38
West	—	24	24
Status as students with disabilities (SD)			
SD	—	9 *	11
Not SD	—	91 *	89
Status as English learners (EL)			
EL	—	3 *	4
Not EL	—	97 *	96

— Not available.

Rounds to zero.

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

* Significantly different (p < .05) from 2019.

¹ Accommodations not permitted.

NOTE: In 2019, the digitally based NAEP reading assessment at grade 12 was administered for the first time. The 2019 grade 12 reading results include results from students who took the digitally based assessment (DBA) and students who took the paper-based assessment (PBA). Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Prior to 2011, students in the "Two or More Races" category were categorized as "unclassified." For the National School Lunch Program (NSLP) eligibility category, results have been reported since 2003 when the quality of the data on students' eligibility for the program improved. Results are not shown for students who reported that they did not know the highest education level for either of their parents. SD includes students identified as having either an Individualized Education Program or protection under Section 504 of the Rehabilitation Act of 1973. The results for students with disabilities and English learners are based on students who were assessed and cannot be generalized to the total population of such students. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 2015, and 2019 Reading Assessments.

National Center for Education Statistics

2019 Reading Grade 12 Assessment Report Card: Summary Data Tables for National Sizes, Participation Rates, Proportions of SD and ELL Students Identified, Demographics, and Performance Results

Overall average scores and percentile scores in twelfth-grade NAEP reading: Various years, 1992–2019

Type of score	1992 ¹	1994 ¹	1998 ¹	1998	2002	2005	2009	2013	2015	2019
Overall average score	292 *	287 *	291 *	290 *	287	286	288 *	288 *	287 *	285
10th percentile score	249 *	239 *	242 *	240 *	237 *	235 *	238 *	239 *	233 *	228
25th percentile score	271 *	264 *	268 *	267 *	263 *	262 *	264 *	264 *	261 *	258
50th percentile score	294 *	290	293 *	293 *	289	288	291 *	291 *	289	288
75th percentile score	315	313 *	317	317	312 *	313 *	315	315	315	315
90th percentile score	333 *	332 *	337	336	332 *	333 *	335	335 *	337	338

* Significantly different ($p < .05$) from 2019.

¹ Accommodations not permitted.

NOTE: In 2019, the digitally based NAEP reading assessment at grade 12 was administered for the first time. The 2019 grade 12 reading results include results from students who took the digitally based assessment (DBA) and students who took the paper-based assessment (PBA).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2019 Reading Assessments.

National Center for Education Statistics

2019 Reading Grade 12 Assessment Report Card: Summary Data Tables for National Sample Sizes, Participation Rates, Proportions of SD and EL Students Identified, Demographics, and Performance Results

Average scores and achievement-level results in NAEP reading for twelfth-grade students, by selected characteristics: Various years, 1992–2019

	Average scale score										Percentage of students																							
	1992 ¹	1994 ¹	1998 ¹	1998	2002	2005	2009	2013	2015	2019	Below <i>NAEP Basic</i>										At or above <i>NAEP Basic</i>													
Characteristic	1992 ¹	1994 ¹	1998 ¹	1998	2002	2005	2009	2013	2015	2019	1992 ¹	1994 ¹	1998 ¹	1998	2002	2005	2009	2013	2015	2019	1992 ¹	1994 ¹	1998 ¹	1998	2002	2005	2009	2013	2015	2019				
Race/ethnicity																																		
White	297 *	293	297	297	292 *	293	296	297 *	295	295	15 *	20	17 *	18 *	21	21	19 *	17 *	21	21	85 *	80	83 *	82 *	79	79	81 *	83 *	79	79				
Black	273 *	265	271 *	269 *	267 *	267	269 *	268 *	266	263	39 *	48	42 *	43 *	46	46	43 *	44 *	48	50	61 *	52	58 *	57 *	54	54	57 *	56 *	52	50				
Hispanic	279	270	276	275	273	272	274	276	276	274	33	42	36	38	39	40	39	36	37	39	67	58	64	62	61	60	61	64	63	61				
Asian/Pacific Islander	290 *	278 *	288	287 *	286 *	287 *	298	296	297	299	23	33 *	25	26	27	26	19	20	21	22	77	67 *	75	74	73	74	81	80	79	78				
Asian	—	—	—	—	—	—	—	296	297	299	—	—	—	—	—	—	—	20	20	21	—	—	—	—	—	—	—	80	80	79				
Native Hawaiian/Other Pacific Islander	—	—	—	—	—	—	—	289	‡	278	—	—	—	—	—	—	—	25	‡	34	—	—	—	—	—	—	—	75	‡	66				
American Indian/Alaska Native	‡	274	‡	‡	294 *	279	283	277	279	272	‡	39	‡	‡	19 *	33	30	35	35	41	‡	61	‡	‡	81 *	67	70	65	65	59				
Two or More Races	‡	‡	‡	‡	289	283	298	291	295	295	‡	‡	‡	‡	25	27	17	23	21	22	‡	‡	‡	‡	75	73	83	77	79	78				
Gender																																		
Male	287 *	280	283 *	282 *	279	279	282 *	284 *	282 *	279	25 *	31 *	30 *	30 *	33	33	31 *	30 *	32 *	35	75 *	69 *	70 *	70 *	67	67	69 *	70 *	68 *	65				
Female	297 *	294 *	298 *	298 *	295 *	292	294 *	293	292	292	16 *	20 *	17 *	17 *	20 *	22 *	20 *	21 *	24	24	84 *	80 *	83 *	83 *	80 *	78 *	80 *	79 *	76	76				
Eligibility for National School Lunch Program																																		
Eligible	—	—	—	—	—	271	273	274 *	272	271	—	—	—	—	—	41	39	38 *	40	42	—	—	—	—	—	59	61	62 *	60	58				
Not eligible	—	—	—	—	—	290 *	294	296 *	295	294	—	—	—	—	—	24	21	18 *	21	22	—	—	—	—	—	76	79	82 *	79	78				
Information not available	—	—	—	—	—	295	296	302	305	299	—	—	—	—	—	20	19	15	14	18	—	—	—	—	—	80	81	85	86	82				
Highest level of parental education																																		
Did not finish high school	275 *	266	268	268	268	268	269	270	268	269	37 *	47	43	44	44	45	43	41	45	44	63 *	53	57	56	56	55	57	59	55	56				
Graduated from high school	283 *	277 *	280 *	279 *	278 *	274 *	276 *	276 *	273	271	28 *	34 *	32 *	33 *	34 *	37 *	36 *	36 *	39	42	72 *	66 *	68 *	67 *	66 *	63 *	64 *	64 *	61	58				
Some education after high school	294 *	289 *	292 *	291 *	289 *	287	287 *	288 *	287 *	284	17 *	22 *	20 *	21 *	23 *	25 *	25 *	24 *	26	29	83 *	78 *	80 *	79 *	77 *	75 *	75 *	76 *	74	71				
Graduated from college	301 *	298	301 *	300 *	296	297	299	299 *	298	297	13 *	16 *	15 *	16 *	18 *	19	18 *	17 *	19	21	87 *	84 *	85 *	84 *	82 *	81	82 *	83 *	81	79				
Type of school																																		
Public	290 *	286	289 *	289 *	285	285	287 *	287 *	285	284	22 *	27 *	24 *	25 *	28 *	29 *	27 *	27 *	29 *	31	78 *	73 *	76 *	75 *	72 *	71 *	73 *	73 *	71 *	69				
Private: Catholic	307	298	303	303	‡	‡	‡	‡	311	‡	7	15	13	12	‡	‡	‡	‡	9	‡	93	85	87	88	‡	‡	‡	‡	91	‡				
Charter school																																		
Charter	—	—	—	—	—	—	276	268	269	275	—	—	—	—	—	—	40	46	45	40	—	—	—	—	—	—	60	54	55	60				
Public, noncharter	—	—	—	—	—	—	287 *	287 *	286	284	—	—	—	—	—	—	27 *	26 *	29 *	31	—	—	—	—	—	—	73 *	74 *	71 *	69				
School location																																		
City	—	—	—	—	—	—	286	285	284	284	—	—	—	—	—	—	28 *	29 *	31	32	—	—	—	—	—	—	72 *	71 *	69	68				
Suburb	—	—	—	—	—	—	292	291 *	290	288	—	—	—	—	—	—	23 *	24 *	26	28	—	—	—	—	—	—	77 *	76 *	74	72				
Town	—	—	—	—	—	—	287	288 *	287	282	—	—	—	—	—	—	26 *	25 *	27	31	—	—	—	—	—	—	74 *	75 *	73	69				
Rural	—	—	—	—	—	—	286	289 *	287	285	—	—	—	—	—	—	27	24 *	28	30	—	—	—	—	—	—	73	76 *	72	70				
Region of the country																																		
Northeast	—	—	—	—	—	288	291	292	290	288	—	—	—	—	—	25	23 *	23 *	27	29	—	—	—	—	—	75	77 *	77 *	73	71				
Midwest	—	—	—	—	—	293 *	294 *	291	292	288	—	—	—	—	—	22 *	21 *	23 *	24	27	—	—	—	—	—	78 *	79 *	77 *	76	73				
South	—	—	—	—	—	282	284	286 *	283	282	—	—	—	—	—	31	30 *	27 *	32	33	—	—	—	—	—	69	70 *	73 *	68	67				
West	—	—	—	—	—	283 *	287	287	287	287	—	—	—	—	—	30	28	26	27	28	—	—	—	—	—	70	72	74	73	72				
Status as students with disabilities (SD)																																		
SD	—	—	—	244 *	247	244 *	253	252	252	252	—	—	—	70	68	72 *	62	63	63	62	—	—	—	30	32	28 *	38	37	37	38				
Not SD	—	—	—	292 *	289	289	291	292 *	291	290	—	—	—	22 *	24 *	24 *	23 *	22 *	24	26	—	—	—	78 *	76 *	76 *	77 *	78 *	76	74				
Status as English learners (EL)																																		
EL	—	—	—	244 *	245 *	247 *	240	237	240	235	—	—	—	73	70 *	69 *	78	80	76	79	—	—	—	27	30 *	31 *	22	20	24	21				
Not EL	—	—	—	291 *	288	288	290	290 *	289	288	—	—	—	23 *	25 *	26 *	24 *	24 *	26	28	—	—	—	77 *	75 *	74 *	76 *	76 *	74	72				
See notes at end of table.																																		

National Center for Education Statistics

2019 Reading Grade 12 Assessment Report Card: Summary Data Tables for National Sample Sizes, Participation Rates, Proportions of SD and EL Students Identified, Demographics, and Performance Results

Average scores and achievement-level results in NAEP reading for twelfth-grade students, by selected characteristics: Various years, 1992–2019—Continued

Characteristic	Percentage of students																			
	At or above <i>NAEP Proficient</i>										At <i>NAEP Advanced</i>									
	1992 ¹	1994 ¹	1998 ¹	1998	2002	2005	2009	2013	2015	2019	1992 ¹	1994 ¹	1998 ¹	1998	2002	2005	2009	2013	2015	2019
Race/ethnicity																				
White	46	42 *	47	47	42 *	43 *	46	47	46	47	5 *	5 *	7	7 *	6 *	6 *	7 *	7	9	9
Black	18	13 *	18	17	16	16	17	16	17	17	1 *	1 *	1	1	1 *	1	1	1	1	1
Hispanic	23	20 *	25	24	22	20 *	22	23	25	25	1	1 *	2	2	1 *	2	2 *	2	2	3
Asian/Pacific Islander	40	29 *	37	38 *	34 *	36 *	49	47	48	49	5 *	3 *	6 *	5 *	4 *	5 *	10	8	10	13
Asian	—	—	—	—	—	—	—	48	49	50	—	—	—	—	—	—	—	9	10	14
Native Hawaiian/Other Pacific Islander	—	—	—	—	—	—	—	39	‡	27	—	—	—	—	—	—	—	3	‡	2
American Indian/Alaska Native	‡	20	‡	‡	44	26	29	26	28	23	‡	2	‡	‡	5	2	2	2	3	2
Two or More Races	‡	‡	‡	‡	36	29 *	49	38	45	46	‡	‡	‡	‡	3	2	9	6	9	10
Gender																				
Male	34	29	32	32	28 *	29 *	32	33	33	32	2 *	2 *	4 *	3 *	2 *	3 *	4 *	4	5	5
Female	46 *	43	48 *	48 *	44	41	43	42	42	42	5 *	6	8	8	7	6 *	7	7	8	8
Eligibility for National School Lunch Program																				
Eligible	—	—	—	—	—	20 *	21	22	23	23	—	—	—	—	—	1 *	2 *	2	2	2
Not eligible	—	—	—	—	—	39 *	44	46	45	46	—	—	—	—	—	5 *	7 *	7 *	8	9
Information not available	—	—	—	—	—	46	48	53	57	51	—	—	—	—	—	7	7	10	13	10
Highest level of parental education																				
Did not finish high school	21	15	19	19	17	17	17	18	18	20	#	1	1	1	1	1	1	1	1	2
Graduated from high school	28 *	24	28 *	28 *	25	23	25	24	24	23	2	2	2	2	2	2	2	2	2	2
Some education after high school	41 *	36	39 *	39 *	36	34	35	35	36	34	3	3	4	4	4	4	4	4	4	4
Graduated from college	52	48	52 *	51	46	47	49	49	49	48	6 *	7 *	9	9	7 *	7 *	8	8 *	10	10
Type of school																				
Public	37	35	39	38 *	34	34 *	37	36	36	36	3 *	4 *	5	5	4 *	4 *	5 *	5 *	6	6
Private: Catholic	59	47	54	54	‡	‡	‡	‡	63	‡	8	6	8	9	‡	‡	‡	‡	15	‡
Charter school																				
Charter	—	—	—	—	—	—	23	19	22	27	—	—	—	—	—	—	2	1 *	2	4
Public, noncharter	—	—	—	—	—	—	37	36	36	36	—	—	—	—	—	—	5 *	5 *	6	6
School location																				
City	—	—	—	—	—	—	36	34	35	36	—	—	—	—	—	—	5	5 *	6	7
Suburb	—	—	—	—	—	—	42	40	40	40	—	—	—	—	—	—	6	6	7	7
Town	—	—	—	—	—	—	36	36	36	34	—	—	—	—	—	—	5	4	6	4
Rural	—	—	—	—	—	—	35	38	36	35	—	—	—	—	—	—	4	5	5	5
Region of the country																				
Northeast	—	—	—	—	—	38	42	41	42	40	—	—	—	—	—	5 *	6	6	8	8
Midwest	—	—	—	—	—	42	44	41	42	40	—	—	—	—	—	6	6	6	7	7
South	—	—	—	—	—	31	32	35	34	34	—	—	—	—	—	4 *	4	5	5	5
West	—	—	—	—	—	32 *	37	36	36	38	—	—	—	—	—	4 *	5	5	5	7
Status as students with disabilities (SD)																				
SD	—	—	—	7 *	7 *	6 *	12	10	12	13	—	—	—	#	# *	#	1	1	1	2
Not SD	—	—	—	41	38 *	38 *	40	40	40	40	—	—	—	6 *	5 *	5 *	6 *	6 *	7	7
Status as English learners (EL)																				
EL	—	—	—	8 *	5	5	2	2	4	3	—	—	—	#	#	#	#	#	#	#
Not EL	—	—	—	41 *	37	37 *	39	39	39	39	—	—	—	6 *	5 *	5 *	5 *	5 *	6	7

— Not available.

Rounds to zero.

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

* Significantly different ($p < .05$) from 2019.

¹ Accommodations not permitted.

NOTE: In 2019, the digitally based NAEP reading assessment at grade 12 was administered for the first time. The 2019 grade 12 reading results include results from students who took the digitally based assessment (DBA) and students who took the paper-based assessment (PBA). Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Prior to 2011, students in the "Two or More Races" category were categorized as "unclassified." For the National School Lunch Program (NSLP) eligibility category, results have been reported since 2003 when the quality of the data on students' eligibility for the program improved. Results are not shown for students who reported that they did not know the highest education level for either of their parents. SD includes students identified as having either an Individualized Education Program or protection under Section 504 of the Rehabilitation Act of 1973. The results for students with disabilities and English learners are based on students who were assessed and cannot be generalized to the total population of such students. Detail may not sum to totals because of rounding.

National Center for Education Statistics

2019 Reading Grade 12 Assessment Report Card: Summary Data Tables for National Sample Sizes, Participation Rates, Proportions of SD and EL Students Identified, Demographics, and Performance Results

Percentage of twelfth-grade students in NAEP reading who reported that they were enrolled in or had taken AP English Language and Composition, by percentiles: 2013, 2015, and 2019

Whether students were enrolled in or had taken AP English Language and Composition	Percentage of students					
	Below the 25th percentile			At or above the 75th percentile		
	2013	2015	2019	2013	2015	2019
Yes	11	11	12	39	39	39
Did not indicate taking this course	89	89	88	61	61	61

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013, 2015, and 2019 Reading Assessments.

National Center for Education Statistics

2019 Reading Grade 12 Assessment Report Card: Summary Data Tables for National Sample Sizes, Participation Rates, Proportions of SD and EL Students Identified, Demographics, and Performance Results

Percentage of twelfth-grade students in NAEP reading who reported that they were enrolled in or had taken AP English Literature and Composition, by percentiles: 2013, 2015, and 2019

Whether students were enrolled in or had taken AP English Literature and Composition	Percentage of students					
	Below the 25th percentile			At or above the 75th percentile		
	2013	2015	2019	2013	2015	2019
Yes	10	8 *	10	41 *	37 *	33
Did not indicate taking this course	90	92 *	90	59 *	63 *	67

* Significantly different ($p < .05$) from 2019.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013, 2015, and 2019 Reading Assessments.

National Center for Education Statistics

2019 Reading Grade 12 Assessment Report Card: Summary Data Tables for National Sample Sizes, Participation Rates, Proportions of SD and EL Students Identified, Demographics, and Performance Results

Percentage of twelfth-grade students in NAEP reading, by the frequency with which their teachers asked them to participate in various reading activities when reading a story, article, or other passage and percentiles: 2019

Reading-related activity	Percentage of students	
	Below the 25th percentile	At or above the 75th percentile
Evaluate the main evidence in a persuasive/argument passage		
Often or always or almost always	44 *	66
Sometimes	33 *	18
Once in a while	13 *	9
Never	10 *	7
Analyze the author's organization of information in a passage		
Often or always or almost always	48 *	62
Sometimes	31 *	21
Once in a while	12 *	10
Never	9 *	7
Critique the author's craft or technique		
Often or always or almost always	40 *	51
Sometimes	32 *	22
Once in a while	14	14
Never	14	13

* Significantly different ($p < .05$) from students performing at or above the 75th percentile.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.