Technical appendix tables for 2024 reading report card

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National Center for Education Statistics

2024 Reading Grade 12 Assessment Report Card: Summary Data Tables for National Participation Rates, Proportions of SD and EL Students Identified, Accommodation Types

Student sample sizes and target populations at grade 12 in NAEP reading: 2024

Grade	Sample size	Target population
Nation	**25,400**	**3,416,000**
Public	24,000	3,135,000
Private	1,400	281,000

NOTE: In 2019, the digitally based NAEP reading assessment was administered for the first time. 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), 2024 Reading Assessment.

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2024 Reading Grade 12 Assessment Report Card: Summary Data Tables for National Participation Rates, Proportions of SD and EL Students Identified, Accommodation Types

School and student participation rates at grade 12 in NAEP reading, by type of school: 2024

Type of school	School participation			Student participation	
	Student-weighted percent	School-weighted percent	Number of schools participating	Student-weighted percent	Number of students assessed
Nation	**87**	**71**	**1,500**	**68**	**24,300**
Public	92	92	1,410	68	22,900
Private	26	18	90	69	1,400

NOTE: In 2019, the digitally based NAEP reading assessment was administered for the first time. 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), 2024 Reading Assessment.

National Center for Education Statistics
2024 Reading Grade 12 Assessment Report Card: Summary Data Tables for National Participation Rates, Proportions of SD and EL Students Identified, Accommodation Types

Percentage of twelfth-grade students with disabilities (SD) and/or English learners (EL) identified, excluded, and assessed in NAEP reading, as a percentage of all students, by SD/EL category: Various years, 1992–2024

SD/EL category	1992[1]	1994[1]	1998[1]	1998	2002	2005	2009	2013	2015	2019	2024
SD and/or EL											
Identified	7	9	7	7	12	14	13	14	15	16	19
Excluded	5	5	3	2	4	4	4	2	2	2	3
Assessed	2	5	4	5	8	10	9	11	12	14	16
Without accommodations	2	5	4	4	6	5	4	3	3	4	6
With accommodations	†	†	†	1	2	4	6	9	9	10	10
SD											
Identified	5	7	6	6	9	10	10	11	11	13	13
Excluded	4	4	3	2	3	3	3	2	2	2	3
Assessed	1	3	3	4	6	7	7	9	9	11	11
Without accommodations	1	3	3	3	4	3	2	1	1	2	2
With accommodations	†	†	†	1	2	4	5	8	8	9	9
EL											
Identified	2	2	2	2	3	4	3	3	4	4	7
Excluded	1	1	#	#	1	1	1	#	#	#	1
Assessed	1	1	2	2	3	3	2	3	3	4	6
Without accommodations	1	1	2	2	2	3	2	2	2	2	4
With accommodations	†	†	†	#	#	1	1	1	1	2	2

† Not applicable. Accommodations were not permitted in this assessment year.
# Rounds to zero.
[1] Accommodations not permitted.
NOTE: In 2019, the digitally based NAEP reading assessment was administered for the first time. The 2019 science 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, 1992–2024 Reading Assessments.

Percentage of twelfth-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 SD/EL category: 2024

SD/EL category	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
SD and/or EL	15	85	31	54
SD	19	81	15	66
EL	8	92	59	33

NOTE: The 2019 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), 2024 Reading Assessment.

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2024 Reading Grade 12 Assessment Report Card: Summary Data Tables for National Participation Rates, Proportions of SD and EL Students Identified, Accommodation Types

Percentage of twelfth-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: 2024

Type of accommodation	SD and/or EL	SD	EL
Braille	#	#	#
Breaks during test	2.34	2.16	0.37
Cueing to stay on task	0.65	0.63	0.05
Directions only presented in Sign Language	0.01	0.01	#
Extended time	9.82	8.25	2.18
Hearing impaired version of test	0.10	0.10	0.01
High contrast for visually impaired	0.04	0.04	#
Low mobility version of test	#	#	#
Magnification equipment	0.08	0.08	#
Must be tested in a separate session	3.42	3.22	0.43
Other	0.55	0.37	0.19
Preferential seating	1.52	1.47	0.19
Responds orally to scribe	0.13	0.13	#
Response in Sign Language	#	#	#
School staff administers/Aide present	0.47	0.43	0.10
Special equipment	0.11	0.11	0.01
Uses template	0.09	0.09	0.01

Percentages less than .005.
NOTE: The 2019 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), 2024 Reading Assessment.