

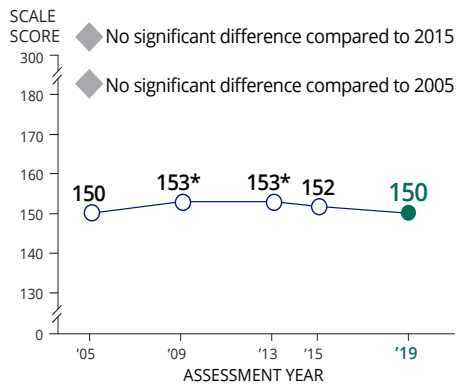
Results from the 2019 Mathematics and Reading Assessments at Grade 12

NATIONAL AVERAGE SCORES AND PERCENTILES

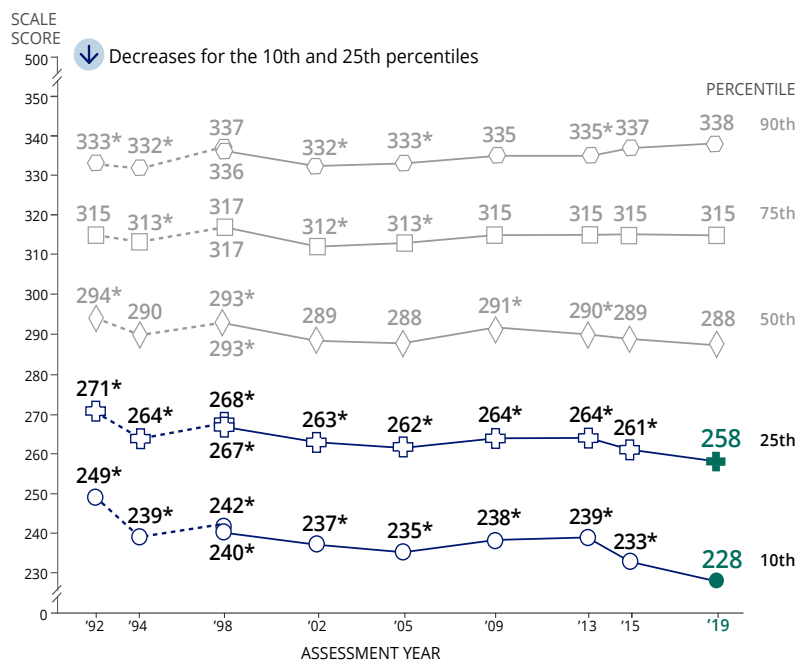
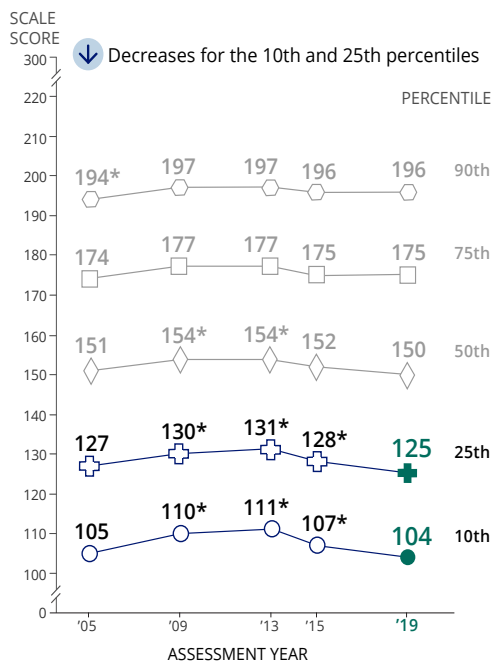
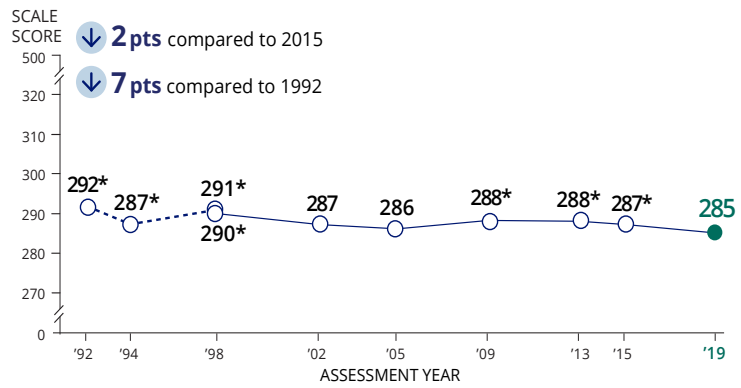
Average score in mathematics unchanged and lower in reading compared to 2015; scores decrease for lower-performers in both subjects

- 2019 scores decreased in mathematics and reading for lower-performing students, those at the 10th and 25th percentiles, compared to 2015.
- Only students at the 90th percentile scored higher in 2019 than in the first assessment year for each subject.
- Scores declined in reading for male students overall and at the 10th and 25th percentiles since 2015.
- 2019 scores for racial/ethnic groups did not significantly change in either mathematics or reading since 2015.

GRADE 12 MATHEMATICS



GRADE 12 READING



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

--- Accommodations not permitted

— Accommodations permitted

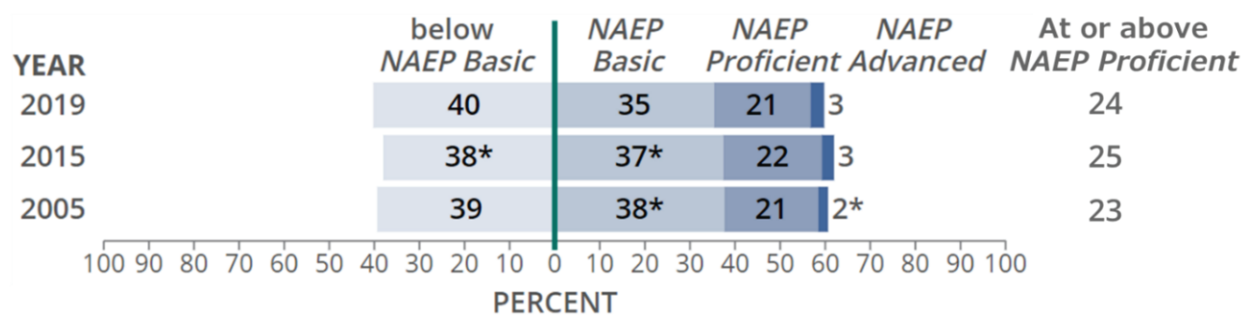
NATIONAL ACHIEVEMENT-LEVEL RESULTS

Higher percentages of twelfth-grade students perform below *NAEP Basic* in both mathematics and reading compared to 2015

- The 40 percent of students performing below *NAEP Basic* in mathematics was higher in 2019 than in all previous assessment years except for 2005. The 30 percent of students performing below *NAEP Basic* in reading was higher than in all previous assessment years.
- The percentage of twelfth-grade students performing at or above *NAEP Proficient* in 2019 was not significantly different from 2015 in either mathematics or reading.
- The 3 percent of students performing at *NAEP Advanced* in mathematics in 2019 was higher than in 2005 (2 percent). In reading, the percentage performing at *NAEP Advanced* in 2019 (6 percent) was higher than in 1992 (4 percent).

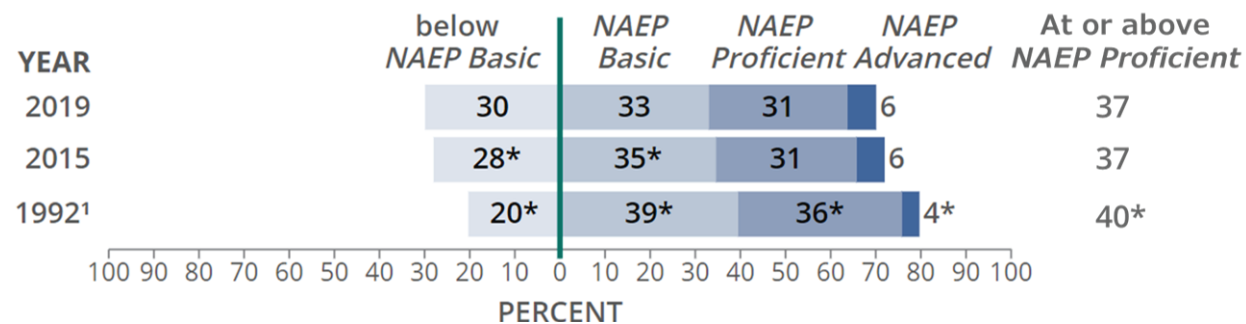
GRADE 12 MATHEMATICS

Forty Percent below *NAEP Basic*



GRADE 12 READING

Thirty Percent below *NAEP Basic*



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

¹ Accommodations not permitted.

NOTE: The *NAEP Proficient* achievement level does not represent grade-level proficiency, but rather competency over challenging subject matter. NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution.

Sixty-one percent of twelfth-grade students report applying or being accepted to a four-year college in 2019

- Approximately one-third of students reported they had applied or been accepted to a two-year college in 2019 and 22 percent reported they had no plans to attend college or a technical training program.
- Of the students who applied or were accepted to a four-year college, 37 percent were at or above *NAEP Proficient* in mathematics and 50 percent of these students were at or above *NAEP Proficient* in reading.

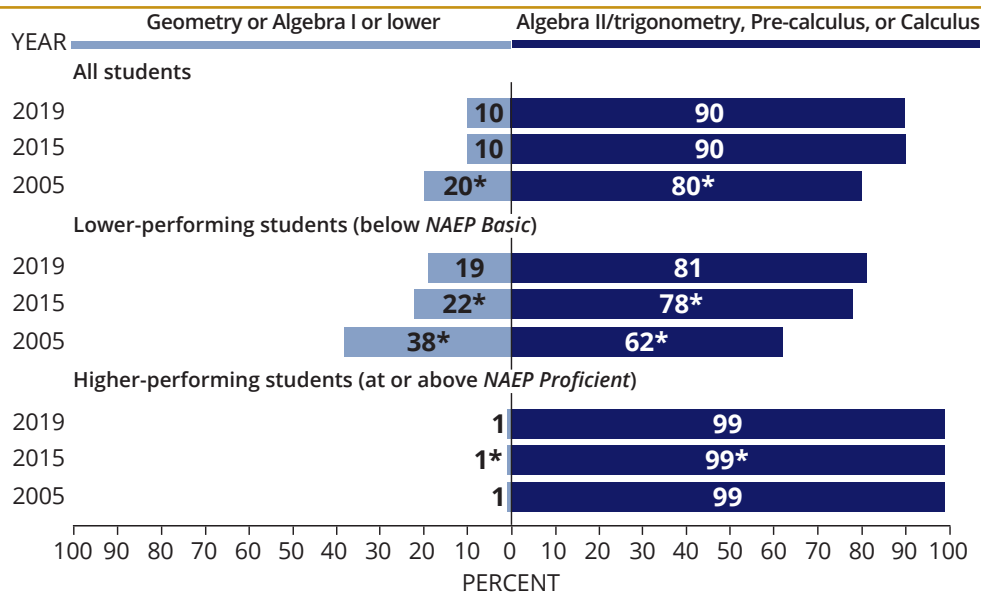
Survey questions about students' postsecondary plans	Percentage of twelfth-graders	Percentage of these students			
		Mathematics		Reading	
		below <i>NAEP Basic</i>	at or above <i>NAEP Proficient</i>	below <i>NAEP Basic</i>	at or above <i>NAEP Proficient</i>
Applied or accepted to a four-year college	61%	26%	37%	19%	50%
Applied or accepted to a two-year college	33%	52%	12%	37%	26%
Accepted to a technical training program	6%	59%	10%	51%	20%
No plans for four-year college, two-year college, or technical training program	22%	59%	8%	43%	21%
Talked with a military recruiter	26%	47%	18%	33%	31%

SURVEY QUESTIONNAIRE RESULTS: STUDENTS' COURSETAKING

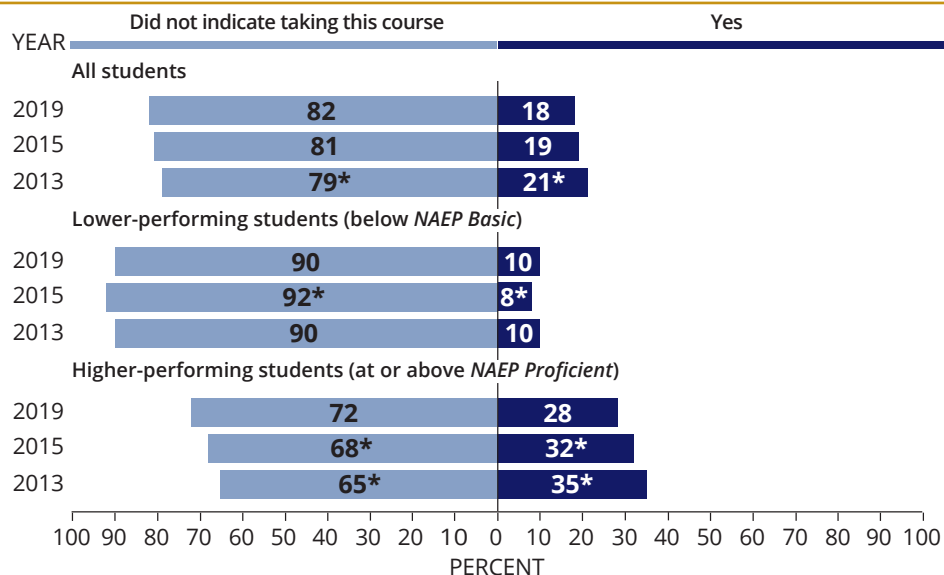
Increase in percentage of lower-performing twelfth-grade students who report taking more advanced mathematics and advanced reading courses compared to 2015

- A higher percentage of students performing below *NAEP Basic* in 2019 (81 percent) reported taking more advanced courses such as trigonometry or algebra II, pre-calculus, or calculus as their highest-level mathematics course compared to 2015 (78 percent) and 2005 (62 percent). The percentage of students performing at or above *NAEP Proficient* who reported taking more advanced mathematics courses in 2019 (99 percent) was lower than the percentage in 2015 (99 percent).
- A higher percentage of students performing below *NAEP Basic* in 2019 (10 percent) reported taking an advanced reading course in comparison to 2015 (8 percent). The percentages of students at or above *NAEP Proficient* in 2019 who reported taking an advanced reading course (28 percent) decreased compared to 2015 (32 percent) and 2013 (35 percent).
- Compared to students performing below the *NAEP Basic* level, larger percentages of students performing at or above *NAEP Proficient* in 2019 reported taking more advanced mathematics courses and reported having taken or been enrolled in an AP English Literature and Composition class.

Highest level of mathematics course taken



Whether students were enrolled in or had taken AP English Literature and Composition



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